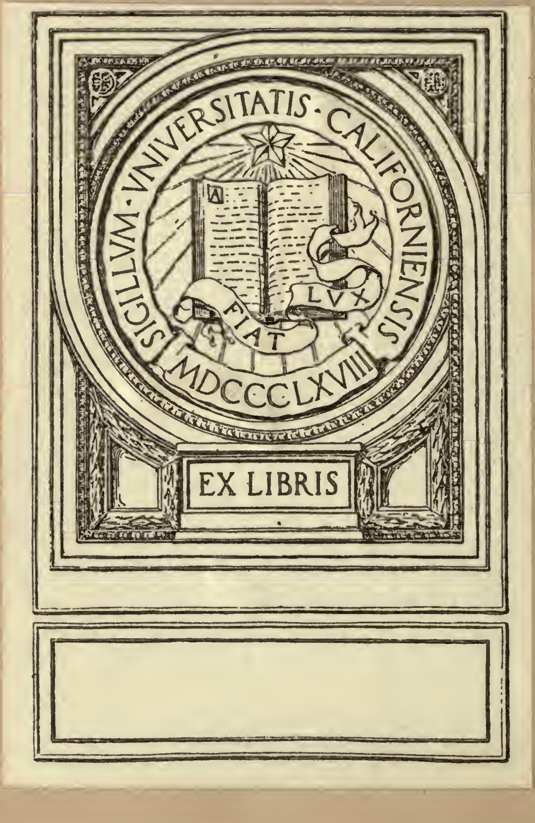
UC-NRLF
$B 92 814

GIFT
[illegible]

Manual
of
School Law

Nova Scotia
1921



SIGILLVM · VNIVERSITATIS · CALIFORNIENSIS
FIAT LVX
MDCCCLXVIII
EX LIBRIS

Nova Scotia Laws, statutes, etc.

UNIV. OF CALIFORNIA

MANUAL

OF THE

PUBLIC INSTRUCTION ACTS

AND

REGULATIONS

OF THE

COUNCIL OF PUBLIC INSTRUCTION

OF

NOVA SCOTIA

HALIFAX, N. S.:
COMMISSIONER PUBLIC WORKS AND MINES, KING'S PRINTER.
1921.

Monotyped by Wm. Macnab & Son, Halifax.

LB2537
N6
1921

EDUCATION DEPARTMENT NOVA SCOTIA

The Council of Public Instruction has directed the publication of a revised Manual of the Educational Statutes and Regulations, comprising "The Education Act," and such portion of "The Towns' Incorporation Act," and other Acts as relate to the management of schools in Incorporated Towns, together with the Comments and Regulations of the Council of Public Instruction.

The Public Schools of the Province of Nova Scotia, are to be conducted agreeably to the provisions herein published.

By Order of the Council of Public Instruction,

A. H. MacKAY,

Superintendent of Education and Secretary C. P. I.

Halifax,
18 February, 1921.

EDUCATION STATUTES, 1920.

This consolidation of the Education Statutes up to the year 1920, is made by the Education Department for the convenience of school trustees and teachers. It is not a statutory or legal revision.

SHORT TITLE.

1. This Act may be cited as "The Education Act." 1911, C. 2, S. 1.

PART I.

INTERPRETATION.

2. In this Part, unless the context or subject matter otherwise requires,—

"Council" means Council of Public Instruction;

"Superintendent" means the Superintendent of Education;

"District Board" means Board of District School Commissioners;

"District" means any locality for which a district board is appointed;

"Trustees" means the trustees of a school section;

"Teacher" means a person holding a legal certificate of qualification for teaching a public school;

"Municipality" means any locality under the jurisdiction of a municipal council;

"School section" or "section" means a locality the public school or schools of which are managed by a board of trustees or commissioners;

709740

"Boarder-section" means a section comprising portions of two or more municipalities;

"Ratepayer" means a person assessed and rated upon the municipal rate-roll;

"Secretary" means secretary of trustees. 1911 C. 2, Sec. 2.

SCHOOLS TO BE FREE.

3. (1) All schools established under the provisions of this Act shall be free schools, and every person over five years of age resident in a school section shall, subject to the regulations of the council, have the right to attend the school in that section. 1911, C. 2, Sec. 3. Am.

(2) The school year shall begin on the first of August and end the last day of July. 1918, C, 9, Sec. 25 (6).

COUNCIL OF PUBLIC INSTRUCTION.

4. The members of the Executive Council shall constitute the Council of Public Instruction. Five of such members shall form a quorum 1911, C. 2, Sec. 4.

5. The Council of Public Instruction shall have power—

(1) (a) to direct, in all cases not specifically provided for by statute, the expenditure of such sums of money as are from time to time appropriated by the Legislature for educational purposes, and to prepare and publish regulations under which moneys may be drawn and expended;

(b) to appoint a principal of the Provincial Normal College; to appoint such assistant teachers, for such college, as are found necessary, and to fix the salaries of such principal and teachers;

(c) to prescribe the conditions of admission to and of graduation from the Provincial Normal College, and generally to make regulations for efficiently conducting the work of such college;

(d) to divide the province into inspectorial divisions, and upon the recommendation of the Superintendent of Education to appoint an Inspector of Schools for each of such divisions; to make regulations for the direction of such inspectors in the performance of their duties, and such provision for their payment, as from time to time are deemed necessary or proper;

(e) to classify teachers and to grant and cancel teachers' licenses;

(f) to divide the province into districts, and to appoint the commissioners for each district, and to determine the place of meeting of the district boards;

(g) to make alterations in the boundaries of any district, and to consolidate two or more districts;

(h) to fix the time of the annual meeting of each district board, and to call special meetings of any board when deemed necessary;

(i) to determine all cases of appeal from the decisions of district boards and trustees, and make such orders thereon as are deemed just;

(j) to regulate the time in session, holidays and vacations, of all public schools;

(k) to prescribe the form of school registers for all public schools;

(l) to prescribe text books, courses of study, and apparatus for all public schools, proper books for school libraries, and plans for school houses;

(m) to make regulations respecting the construction, location and control of all public school buildings;

(n) to authorize the payment of provincial grants to schools and prescribe the conditions subject to which such payments are to be made;

(o) to make regulations for determining poor sections and for fixing the special aid to be granted such sections;

(p) to receive the recommendation of any inspector for separate apartments or buildings in any section for the different sexes or different races of pupils, and to make such decisions thereon as it deems proper, subject to the provision that colored pupils shall not be excluded from instruction in the public school in the section in which they reside;

(q) to appoint qualified persons to constitute a provincial board of examiners, who shall examine and report upon the written exercises at the annual examination of pupils who have pursued a high school course of study at the county academies, high schools, or elsewhere; to prescribe the mode in which examinations shall be conducted; to designate the times and places at which candidates shall present themselves for examination; and to make such other arrangements as are deemed necessary; to fix the remuneration of the examiners appointed, as aforesaid, and of persons appointed to conduct the examinations;

(r) to provide, for the benefit of teachers preparing to teach in rural schools, a course of practical instruction in the elementary natural sciences in their relation to rural industries and the improvement of rural home life; to aid teachers successfully pursuing such courses by payment of their travelling expenses and to grant additional Provincial aid to those who complete such course and teach in public schools which fulfil conditions prescribed by the Council;

(s) to establish under the direction of the Normal and Agricultural Colleges a rural science training school; to appoint a director and such assistants for such school as may be deemed necessary for the effective carrying on of the work thereof, and to prescribe regulations for the conducting of such school and for the examination of and granting certificates to teachers attending such school;

(t) to pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the quipment of the school, the value and use of the library, and the general management of the school and library, attain the standard prescribed by regulations of the council for the smaller or larger library grant respectively; providing the school is not in an incorporated town or city, and the school section has not the advantage of a teacher qualifying for an academic or manual training provincial grant;

(u) to make regulations (subject to other sub-sections hereof), for the payment out of the municipal school fund and provincial aid grant of such amounts as are necessary to assist in the conveyance of pupils to school;

(v) in respect to county academies to prescribe the qualification of teachers, fix standards for the admission of students, arrange the courses of study, establish conditions of accommodation and equipment, and frame such general regulations as are deemed necessary for the efficient prosecution of academic studies, 1911, C. 2, Sec. 124;

(w) to make regulations for the management of Government night schools established under the provisions of this Act, 1911, C. 2, Sec. 121;

(x) to make regulations for carrying into effect of the provisions of this Act respecting annuities of retired teachers and inspectors. 1917, C. 50;

(y) to establish and maintain a bureau, to be called the Nova Scotia School Book Bureau, for the purchase, sale and distribution of school books prescribed for use in the publis schools; to provide for payment out of the Provincial Treasury of money required for the purposes of the bureau; and to make such rules and regulations as may be deemed necessary in respect to all matters concerning its administration;

(z) to make any regulations, not inconsistent with this Act, that are deemed necessary for properly carrying out the provisions of this Act according to the true intent and meaning thereof;

(2) to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools. 1911, C. 2, Sec. 137;

(3) on the recommendation of an inspector, that the union of any two or more sections or parts of sections will not increase the amounts to be paid out of the municipal school fund, and the provincial aid, to grant out of the municipal funds and provincial aid such amounts as in the opinion of the inspector are necessary to maintain the said union by aiding the conveyance of pupils from beyond a distance of two miles from the school house;

(4) on the recommendation of an inspector that the temporary union, for a term of one or more years, of any territory within or without an organized school section where a school is not or cannot be effectively maintained to a school section in which a school is or can be maintained, would be likely to advance the interest of public education, under the conditions specified in the next preceding sub-section, to authorize the payment of provincial aid and municipal funds to aid the conveyance of pupils residing at too great a distance to walk to school;

provided the district board approves such temporary union and the council ratifies the same. Any territory so united may, during the continuance of such union, be rated and taxed for the support of the school at the same rate as the section to which it is united, or at any lower rate, or in any other manner determined by the district board or a committee thereof in agreement with the inspector; and any such rates and taxes shall be collected by such section, but the territory shall not be rated for the erection or repair of school buildings;

(5) to make regulations for the classification of schools with respect to the class of license to be held by the teachers employed, and for the determination of the minimum salaries to be paid teachers under the conditions existing in different parts of the Province;

(6) to authorize notwithstanding the provisions of Section 3 of this Act the teaching of additional optional subjects in the High Schools and the charging of fees therefor by trustees.

SUPERINTENDENT OF EDUCATION.

6. The duties of the superintendent shall be as follows:—

(a) to have, subject to the council, general supervision over and direction of the inspectors, the Provincial Normal College, model schools, county academies, high and common schools, and any other educational institutions receiving financial aid from the province;

(b) to enforce the provisions of this Act and the regulations of the council;

(c) to promote the establishment and efficiency of all the institutions forming a part of the educational system of the province;

(d) to hold public meetings and institutes of teachers;

(e) to enquire into and report respecting the qualifications of teachers and the general management of schools;

(f) to inspect, as often as possible, the county academies, and, when directed by the council, any school or educational institution, receiving provincial aid;

(g) to prepare printed instructions and blank forms for all purposes required by this Act, and to furnish them gratuitously to the inspectors, district boards, trustees, teachers and other persons requiring the same;

(h) to apportion annually as hereinafter provined, with the assistance of the inspectors, the municipal fund among trustees, and to pay the provincial grants and annuities to teachers semi-annually, in accordance with the provisions of this Act;

(i) to collect as far as possible the statistics of all educational institutions in the province, and to offer such suggestions on educational subjects as he deems proper;

(j) to make annually for the information of the Legislature a report on the state of the academies and schools subject to his inspection and supervision, accompanied by full statistical tables and detailed accounts of the expenditure of the moneys appropriated under this Act; such report shall include a detailed statement of the moneys expended and received in the administration of the School Book Bureau. 1911, C. 2, Sec. 6.

ADVISORY BOARD OF EDUCATION.

7. (1) There shall be a board, consisting of seven persons, which shall be known as "The Advisory Board of Education," and shall perform the duties mentioned in this section.

(2) Two members of such Board shall be elected by the licensed teachers engaged in teaching in the public schools in attendance at the Provincial Educational Association, and shall be duly licensed teachers actually engaged in teaching in Nova Scotia; five members of such Board shall be appointed by the Governor-in-Council.

(3) The duties of such Board shall be to advise the council and the superintendent in respect to the following matters:—

(a) text books and apparatus for use in the schools, books for school libraries;

(b) qualification and examination of teachers;

(c) courses of study for the public schools and the standard for admission to county academies and high schools;

(d) the classification, organization and discipline of the Provincial Normal College, county academies and the public schools;

(e) such other educational matters as may from time to time be referred to it by the superintendent or the council.

(4) Members of the Board shall hold office for two years, but shall be eligible for re-election or re-appointment.

(5) The Board may make regulations for the time place and conduct of its meetings. Four members of the Board shall constitute a quorum.

(6) The members of the Board shall receive from the Provincial Treasury such sums as will indemnify them for any expenses incurred in attending the meetings of the Board. 1911, C. 2, Sec. 7.

DISTRICT COMMISSIONERS OF SCHOOLS.

8. The division of the province into districts, and the present district boards, are hereby continued until altered by the council. 1911, C. 2, Sec. 8.

9. (1) Every district board shall consist of not less than seven commissioners of schools (in addition to ex officio members), appointed by the council for such district and shall be a body corporate, under the name of "The Board of School Commissioners for the District of——————".

(2) Every inspector shall be *ex officio* a member of each board, within his inspectorial division. 1911, C. 2, Sec. 9.

10. (1) Every district board shall meet annually on the day appointed by the council. The board shall elect a chairman at each regular meeting, who shall call a special meeting when required by two members of the board, or when directed by the council. In case of a special meeting the chairman shall notify the inspector of the same, and if the inspector is unable to attend, the board shall appoint a secretary *pro tempore*, who shall record the proceedings of the meeting, and preserve such record for the inspector, and transact any other necessary business as directed by the board. In case of the absence of the chairman, the commissioners may appoint a chairman *pro tempore.*

(2) Three members of the board shall constitute a quorum. 1911, C. 2, Sec. 10.

11. If when a meeting of a district board has been duly called, no quorum attends, the council may, on the recommendation of the inspector, perform the duties and exercise the powers which could have been performed and exercised by such district board at such meeting. 1911, C. 2, Sec. 11.

12. Every district board shall have power—

(a) to make alterations in the existing boundaries of any section; and to create new sections, either where none previously existed, or by uniting or sub-dividing existing sections, provided that in no case shall any creation of a new section, sub-division of an old section, or union of two or more sections, take effect until the same is approved by the council;

(b) to annex to any incorporated town for school purposes, any territory lying beyond the limits of the town and not forming part of a school section, and also any existing school section or part of a school section;

(Wherever any district board has before the enactment of this section annexed or purported to annex to any incorporated town for school purposes any territory lying beyond the limits of the town and not forming part of a school section or any school section or part of a school section, the same shall be conclusively deemed to have been and to be duly and legally so annexed and to form part of the school section to which it is so annexed. 1920, C. 68, Sec. 17).

(c) to number consecutively the school sections within the district;

(d) to declare upon the inspector's report, or other reliable information, the school house, or the houses or buildings used as school houses, or the appurtenances or grounds thereof, unfit for school purposes;

(e) to appoint trustees or a trustee for any section in the special cases provided for in this Act;

(f) to determine, subject to the approval of the council, that portion of the boundary of a border section which lies within the district. 1911, C. 2, Sec. 12;

(g) to take by conveyance ,devise or bequest, and hold, any real or personal property in trust for the purpose of erecting and keeping in repair a school building, and to bring or defend any action or suit in respect of or arising out of any such conveyance, devise or bequest. 1911, C. 2, Sec. 13;

(h) to determine at its annual meeting, subject to the approval of the inspector, what sections under its supervision are entitled to special aid as poor sections during the following school year. 1911, C. 2, Sec. 15.

13. When any district board makes a declaration that any school house or house or building, used as a school house or the appurtenances or grounds thereof are unfit for school purposes, such board shall cause notice of such declaration to be sent to the trustees of the section affected and the condemnation shall, unless otherwise provided by the board, take effect at the commencement of the next ensuing school year.

14. In all cases of alteration of the boundaries of sections, the sub-division of old sections and creation of new sections, due regard shall be had to regulations made by the council and the number of children in each section and the ability of such section to support an efficient school by the payment of at least the minimum salary of a teacher fixed under regulations of the council.

15. When any district board makes any alteration in the boundaries of a section, sub-divides a section, or unites two or more sections, it may from time to time make such order or orders as it deems proper respecting the continuance and constitution of the board or boards of school trustees, and respecting the rights, property and liabilities of the sections affected by such alteration, sub-division or union, and generally to order and direct all things which become necessary to give effect to such alteration, sub-division or union. 1911, C. 2, Sec. 16.

16. (1) No such alteration, sub-division or union shall take effect until the beginning of the next ensuing school year.

(2) Notice of the next annual school meeting after any such sub-division or union, or of a special annual school meeting, if the date of the regular annual meeting is past or inconvenient, shall be given by the inspector; and such meeting shall elect a board of three

trustees and transact all the other business of the regular annual school meeting for the ensuing school year for the new section or sections, created as aforesaid. 1911, C. 2, Sec. 17.

17. Every district board may exempt from the sectional school rate, either wholly or in part, persons dwelling more than two and one-quarter miles from the school house in the section in which they reside, or on islands too distant from the mainland to permit children to attend school; and every such board may also make such arrangements as it deems necessary to establish schools on such islands, and in sparsely peopled places, for at least four months in the year. 1911, C. 2, Sec. 18.

18. Every district board shall have power to appoint a committee of not less than three of its number to perform the duties imposed upon it as to the appointment of trustees, and the approval of sums to be rated and collected by the trustees of any section, and such committee when so appointed shall have all the powers of the board in respect to such duties. 1911, C. 2, Sec. 14.

INSPECTORS OF SCHOOLS.

19. The present division of the province into inspectorial divisions is hereby continued until altered by the council. 1911, C. 2, Sec. 105.

20. (1) It shall be the duty of the inspector of schools for every inspectorial division—

(a) to act as clerk of each district board within his division, and to examine all school returns received from the trustees of the various sections, and to prepare therefrom and transmit to the superintendent, in prescribed forms, an abstract of the number of legally authorized teaching days taught by each duly licensed teacher in his division, together with the class of license held by each teacher; to make special reports of cases of false or defective returns, and of schools conducted in condemned buildings;

(b) to prepare and forward to the superintendent a statement of the apportionment of the municipal school fund for the year on the basis defined in this Act;

(c) to report to the superintendent the names of teachers remiss or inefficient in the discharge of their duties, and of sections failing to make reasonable provision for the health, comfort and progress of the children attending school;

(d) to keep a correct record of the boundaries of each school section in his division, and to furnish from time to time amended copies of the same to the several sections;

(e) to visit and inspect annually, and oftener when required, each school and county academy within his division, and to report fully upon its condition to the superintendent, in conformity with instructions received from that officer, and in case of failure to visit any school to indicate the fact and the cause in his report to the superintendent;

(f) to furnish trustees and teachers such information as they require respecting the operation of this Act and the performance of their duties, and especially to assist teachers in employing improved methods of imparting instruction, classifying pupils and conducting schools;

(g) to inspect and report upon school libraries, school gardens, manual training schools, Government night schools, evening technical and other night schools, bilingual schools, the education of physical or mental or moral defectives, and such other educational efforts as opportunity may offer; to consult and co-operate with all other educational officials when conveniently possible; and generally to aid the superintendent in keeping in touch with all the educational conditions and their development thruout the province;

(h) to keep on hand and distribute as directed by the superintendent all necessary blank forms and returns;

(i) to diffuse information tending to promote the improvement of school houses and grounds and the appurtenances thereto:

(j) to report annually to the superintendent all fines received by him under this Act;

(k) to promote the advancement of education by holding public meetings as frequently as possible, and especially to encourage the establishment of schools in sections where none exist;

(l) to establish teachers' institutes for the purpose of affording instruction in methods of teaching and management of schools, and to conduct the same in accordance with regulations prescribed by the council;

(m) to aid the superintendent in carrying out a uniform system of education, and generally in giving effect to this Act and the regulations of the council;

(n) to transmit to the superintendent on or before the first day of August in each year, a statement of the annual distribution of the municipal school fund, and on or before the first day of October a general report of his labors, stating the condition of the schools in his division, and the means of improvement, the sections visited where schools did not exist, and the results of such visitations, and furnishing therewith such statistical information as the superintendent requires. 1911, C. 2, Sec. 106 Am.

(2) Every inspector shall give a bond to His Majesty in the sum granted annually in his division for educational purposes, for the faithful discharge of the duties of his office. 1911, C. 2, Sec. 106.

SCHOOL SECTIONS.

21. The division of every district into sections as now existing, shall be continued until altered by the district board for such district. 1911, C. 2, Sec. 19.

22. The boundaries of any school section may be proved in any court of justice by a certificate of the inspector of the division in which such section is situated, and without proof of the handwriting of such inspector. 1911, C. 2, Sec. 107.

23. An annual meeting of persons liable to pay school rates and poll tax shall be held in every section, and shall be called the annual school meeting. 1911, C. 2, Sec. 20.

24. The school or schools of every section shall be managed by trustees, who shall be elected at the annual school meeting. 1911, C. 2., Sec. 21.

ANNUAL SCHOOL MEETING.

25. (1) Except as in this section otherwise provided, the regular annual school meeting of every school section shall be held in the school house of the section on the last Monday in June.

(2) The council may in the case of any inspectorial division, county or school section, fix an earlier day for the holding of such meeting.

(3) If the school house is unsuitable for holding such meeting, any other suitable place in the section may be designated therefor by the trustees, or, if there are no trustees, by the inspector.

(4) Notice of every such meeting, signed by the secretary or by the trustees, or if there are no trustees, by the inspector, shall be posted up in not less than three public places in the section for not less than five days before the day fixed for the meeting.

(5) Except in the case of a section in respect to which an earlier date than the last Monday in June

has been fixed by the council for holding such meeting, or in respect to which a place other than the school house has been designated for holding the meeting, no such meeting nor any election made nor business transacted thereat shall be held invalid because of any irregularity or failure in the posting of such notices. 1911, C. 2, Sec. 22.

26. The business of the annual school meeting shall be as follows:—

(a) to elect a trustee or trustees;

(b) to determine the amount which shall be raised by the section to supplement the sums provided by the province and the municipality for the support of public schools in the section for the ensuing school year;

(c) to determine whether any and what amount shall be raised for the purchase of land for school purposes, for the purchase or building of school houses, for the purchase or improvement of school grounds, for school libraries, or for general school purposes;

(d) to decide, unless they are already applicable, whether the provisions of this Act as to compulsory attendance shall apply to the section;

(e) to consider any subject deemed of importance to the educational interests of the section. 1911, C. 2, Sec. 23.

27. (1) The resident ratepayers of the section present at any school meeting shall elect from their own number or otherwise, a chairman to preside over the meeting, and a secretary to record its proceedings.

(2) The chairman shall decide all questions of order and shall take the votes of resident ratepayers only, except as in this Act otherwise provided in the case of the election of trustees; he shall not vote except in case of a tie, when he shall have the casting vote. 1911, C. 2, Sec. 24.

28. (1) If any person who offers to vote at an annual or other school meeting is challenged as not qualified, the chairman presiding at such meeting shall require the person so offering to make the following declaration:

"I do declare and affirm that I am a ratepayer residing in this school section; that I have paid all sectional school rates for which I have been rated, and that I am legally qualified to vote at this meeting."

Every person who makes such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person refuses to make such declaration his vote shall be rejected.

(2) Every person who wilfully makes a false declaration of his right to vote shall be liable to a penalty of not less than five nor more than ten dollars, and in default of payment to imprisonment for not less than ten nor more than thirty days.

(3) This section shall not apply to persons who offer to vote at the election of trustees as poll tax payers under the provisions of the next succeeding section. 1911, C. 2, Sec. 25.

29. (1) Any person who is liable to pay the poll tax, and has paid all poll taxes previously imposed, including that of the current year, though not rated in respect to real or personal property, shall, on depositing with the secretary of trustees previous to or at any school meeting the amount of the poll tax, be qualified to vote in the election of a trustee or trustees at such meeting, and at any other meeting held for the election of trustees within a year from such deposit unless the deposit has been refunded. 1920, C. 68, Sec. 2.

(2) Money so deposited shall be refunded on demand in every case where no assessment is authorized by such meeting; otherwise it shall be retained as payment of the poll tax of the depositor. 1911, C. 2, Sec. 26.

30. (1) The ratepayers present at each annual meeting shall appoint two competent persons to act as auditors for the ensuing year. The auditors shall, at least three days before the next annual meeting, receive from the trustees or secretary all the accounts, vouchers, agreements and other documents connected with the year's business, and shall examine into and decide upon the legality and correctness thereof, and report thereon in writing to such ensuing annual meeting, giving a detailed statement of the receipts and expenditures for the year. If the auditors, or either of them, object to the legality or correctness of the trustees' accounts, the matters in dispute shall be decided by the annual meeting. 1911, C. 2, Sec. 27 Am.

(2) If the annual meeting fails to appoint auditors for the ensuing year, the next ensuing annual meeting may appoint auditors to examine the accounts of the preceding year, and report thereon either before the close of the annual meeting or at an adjourned meeting held for that purpose. 1911, C. 2, Sec. 28.

SPECIAL ANNUAL MEETINGS.

31. (1) If for any reason the annual school meeting is not held at the time fixed by this Act, or by the Council under the provisions of this Act, the trustee or trustees remaining in office shall give immediate notice to the inspector of schools for the division within which the section is situated of the failure to hold the annual meeting at such time.

(2) The inspector of schools, on receipt of such notice, shall fix a time at which a special annual meeting shall be held; notice of such special annual meeting shall be given in the manner prescribed in the case of regular annual meetings.

(3) If there are no trustees in a section the inspector of schools shall, on the requisition of seven ratepayers, or in case there are fewer than fourteen ratepayers in the section, on the requisition of the majority of ratepayers may, call a special annual meeting in the manner hereinbefore provided. 1911, C. 2, Sec. 29.

SPECIAL SCHOOL MEETINGS.

32. The trustees of any section may at any time, and when requested by a majority of the ratepayers of the section shall, call a special school meeting of ratepayers for the purpose of voting money, or adding to any amount previously voted, for the consideration of matters deemed of importance to the educational interests of the section; or for any purpose authorized by this Act. 1911, C. 2, Sec. 30 Am.

33. The notice of every special school meeting, except a special annual meeting, shall distinctly state the object or objects of said meeting, and it shall not be lawful to transact thereat any business not referred to in said notice; such notice shall be given in the manner prescribed in the case of a regular annual meeting. 1911, C. 2, Sec. 31.

TRUSTEES—APPOINTMENT.

34. (1) Except in incorporated towns, every school section shall have a board of three trustees. The powers and duties exercised by and imposed upon trustees by this Act shall in incorporated towns be exercised and discharged by commissioners of schools appointed for such towns as provided in "The Towns' Incorporation Act."

(2) The trustees of every school section shall be a body corporate, under the name of "The Trustees of School Section No..........in the district (*or* districts) of............................" 1911, C. 2, Sec. 32.

35. (1) One of the trustees may be chosen from the poll tax payers qualified to vote in the election of trustees; the remaining trustees shall be ratepayers of the section.

(2) No district school commissioner, inspector of schools or licensed teacher employed in the section, shall be eligible for the office of trustee of schools.

(3) No person shall be qualified to be elected or continue a trustee who,

(a) has ceased to reside in the section ; or

(b) has been continuously absent from the section for more than six months; or

(c) is insolvent, or

(d) is permanently disabled from transacting business. 1911, C. 2, Sec. 33.

36. (1) Any trustee who becomes disqualified under any of the provisions of the next preceding section shall thereupon and thereby vacate his office.

(2) If any person so disqualified is elected trustee, his election shall be void.

(3) Any person who acts as trustee after he becomes so disqualified shall be liable to a penalty not exceeding twenty dollars, for each day on which he so acts. 1911, C. 2, Sec. 34.

37. (1) At the first annual school meeting in every new section and at the annual meeting in every section in which there are three trustees to be elected, three trustees shall be elected, of whom the first trustee elected shall hold office for three years, the second for two years, and the third for one year.

(2) Trustees elected at any annual school meeting after the first, except those elected to fill occasional vacancies, shall hold office for three years; retiring trustees shall be eligible for re-election. 1911, C. 2, Sec. 35.

38. No irregularity in the mode of electing a trustee shall invalidate the election, unless formal objection is taken thereto by a qualified voter before the adjournment of the meeting, if the person so elected possesses the qualifications required by this Act for the office of trustee. 1911, C. 2, Sec. 36.

39. No election of a trustee shall be declared or held to be invalid by reason of any non-compliance with the provisions of this Act as to the time or place at which any annual or special school meeting is held, nor by reason of any irregularity in the calling of such meeting, if it appears to the tribunal having cognizance of the question of the validity of such election that such non-compliance or irregularity did not affect the result of the election. 1911, C. 2, Sec. 37.

40. (1) When the annual meeting fails to elect three trustees, or to fill the annual vacancy occurring in the trusteeship, or vacancies from other causes then existing, the district board for the district in which the section is situated may, upon the written requisition of five ratepayers resident in the section, accompanied by a certificate from the inspector of schools that to the best of his knowledge and belief, founded on an inspection of the minutes of the school meeting or of a copy thereof certified by the trustees, or on personal inquiry, that the alleged vacancy or vacancies exist, appoint a trustee or trustees, who shall hold office in all respects as if elected at the annual school meeting.

(2) The board of trustees so appointed shall, if necessary or if required by the inspector, call a meeting of the ratepayers of the section in the manner provided for calling the annual meeting, and such meeting may transact all business, except the election of trustees, which may be transacted at an annual meeting. 1911, C. 2, Sec. 38.

41. No trustee shall resign his office without the consent in writing of his co-trustees and of the inspector. 1911, C. 2, Sec. 39.

42. (1) Every trustee who refuses to act shall be liable to a penalty of twenty dollars, to be recovered by the inspector, a district school commissioner, or any ratepayer in the section, and such penalty shall be paid to the inspector and applied by the district board of the district as special aid to the erection of school houses.

(2) The following among other things shall constitute a refusal to act under this section: Continued refusal or failure to attend the meetings of the board

of trustees when notified; failure or refusal to issue the notices required under this Act; and failure or refusal generally to perform the duties or exercise the powers imposed or conferred on trustees after a written request has been addressed to him by his co-trustees or the inspector of schools to perform or exercise the same. 1911, C. 2, Sec. 40.

43. Any occasional vacancy in the board of trustees caused by death, disqualification, refusal to act, resignation, or other cause, may be filled at an annual meeting or at a special school meeting called by the remaining trustee or trustees. The person elected to fill an occasional vacancy shall hold office only for the unexpired term of the person whose place he is chosen to fill. 1911, C. 2, Sec. 41.

DUTIES AND POWERS OF TRUSTEES.

44. It shall be the duty of the trustees of every school section:—

(a) to take possession of and hold as a corporation all the school property of the section which was or may be purchased for or given to it for the use or support of common or high schools; provided always that they shall not interfere with any private rights or the rights of any religious denomination;

(b) to contract with and employ a licensed teacher or teachers for the section, and, where necessary, licensed assistants, for a period not less than one year; provided, however, that for special cause, with the consent of the inspector, trustees may employ a teacher for a shorter period;

(c) to have the school or schools open during the prescribed teaching days of the school year, and to notify as they deem proper the inhabitants of the section of the opening or re-opening thereof;

(d) to visit the school or schools of the section at least four times in each year, and to be present, when practicable, at the annual examinations and the visitations of the inspector;

(e) to tactfully support the authority of the teacher and expel from school any pupil who is persistently disobedient to the teacher, or whose conduct is such as is likely to injuriously affect the character of other pupils, or to suspend any such pupil until there are indications of reform;

(f) to adopt efficient measures for the heating and ventilation of the school houses, the providing of proper out-houses, and for the general cleanliness of the school premises, and the preservation of the health of the school;

(g) to give the prescribed notice of all annual and special school meetings required to be held under the provisions of this Act;

(h) to select, subject to the approval of the inspector, the design of any school building to be erected in the section, and, subject to directions given by a school meeting, to make suitable arrangements and contracts for the construction thereof. 1911, c. 2, Sec. 55.

(i) to determine, subject to the approval in writing of the inspector, the site of every school building to be built in the section;

(j) to effect adequate fire insurance on school buildings;

(k) to provide school privileges free of charge for all persons resident in the section between the ages of five and sixteen years, and for all over sixteen years of age who wish to attend school as determined by the regulations of the council. The school accommodations shall be provided in accordance with the regulations of the council. so that generally there shall be as nearly as possible at least one room and one teacher for every forty or fifty pupils, with sufficient accommodations for properly graded departments of schools. 1911, C. 2, Sec. 49 Am.;

(l) in any section having more than one department in its schools, to regulate from time to time, with the aid of the principal or supervisor, the distribution of the pupils among the several departments, according to their attainment. 1911, C. 2, Sec. 46;

(m) when any person has recovered a judgment against the trustees in their corporate capacity, to assess and rate on the ratepayers of the section a sufficient sum to pay such judgment, and to collect the same and pay it over to such judgment creditor. 1911, C. 2, Sec. 48;

(n) to present at the annual school meeting a written report of the educational operations of the section for the year then ending. Such report shall contain an estimate of the financial requirements of the ensuing year, and be accompanied by a detailed account, previously audited, of all school moneys received and expended since the last annual meeting. 1911, C. 2, Sec. 58;

(o) to make a true return of the state of the school according to the form furnished for that purpose, stating all the particulars required by the superintendent; and if there is more than one department in the section, a return for each, and to lodge the same, duly certified by the teacher or teachers, at the office of the inspector, on or before the day fixed for the same;

(p) if the section is a border section, to make a complete return to the inspector of that division in which the school house is situated, marking the same as the return of a border section; and to make a supplementary return to the inspector of the other division, containing a statement of the number of enrolled pupils belonging to each district, and the total days attendance made by the pupils of each district; 1911, C. 2, Sec. 59;

(q) to forward to the inspector within one week after the annual or any other school meeting of the section, a copy of the minutes of the meeting duly signed by the chairman and secretary thereof. 1911, C. 2, Sec. 56.

45. (1) The trustees by their unanimous resolution, approved by the inspector, may dismiss from their employ any teacher for incompetency, persistent neglect of duty, or immoral conduct; or should the teacher's neglect of duty or immoral conduct be too gross for toleration, the trustees may by unanimous resolution promptly suspend the teacher until the inspector's decision can be obtained.

(2) Upon any such dismissal or suspension, the trustees shall immediately forward a written statement of their action and the grounds of their action, with the evidence, to both the inspector and superintendent.

(3) Any suspension or dismissal under this section shall be subject to an appeal by the teacher to the council, which may reverse or vary the action of the trustees.

(4) In the event of any teacher being suspended or dismissed under this section, the pay of such teacher shall thereupon cease, unless it is otherwise ordered upon appeal to the council, but the teacher shall be paid ratably up to the time of the suspension or dismissal. 1916, C. 25, Sec. 1.

46. The trustees may lease or rent lands or buildings, if necessary, for school purposes, for a period of not less than ten months, or if the inspector consents thereto, for a shorter period. R. S., C. 52, S. 50.

47. The trustees of any section in which an academic institution other than a county academy is established, may co-operate with an equal number of persons chosen by the governing body of such institution, in order that the section may secure the educational advantages supplied by such institution; such combined board of trustees and persons so chosen shall manage the school or schools of the section in accordance with the provisions of this Act. 1911, C. 2, Sec. 42.

SCHOOL PROPERTY.

48. (1) If the owner of any land selected by the trustees and approved by the inspector for school purposes refuses to sell the same, or demands therefor a price which the trustees deem unreasonable, the trustees may enter into possession of such land, and may serve upon the owner a notice stating the name of one arbitrator and requiring such owner within ten days from the date of the service of such notice to name another arbitrator to determine the amount of compensation to be paid for such land.

(2) If such owner neglects or refuses to notify the trustees of the appointment of an arbitrator within ten days after the service of such notice, the warden of the municipality within which such school site is situated shall, on the request in writing of the inspector, appoint such arbitrator. 1911, C. 2, Sec. 52.

(3) The two arbitrators so appointed, together with a third to be named by them, or if they are unable to agree, to be appointed by a judge of the county court district in which said lands are situated, shall determine the compensation to be paid to the owner for the taking and use of lands for school purposes.

(4) Such arbitrators or any two of them shall make an award in writing defining the boundaries of the lands so taken for school purposes and stating the amount determined upon as compensation therefor, and such award shall be final. 1911, C. 2, Sec. 53.

(5) Upon payment or tender to the owner of the amount of compensation so determined, or upon payment of such amount into the Supreme Court, and the registration of such award in the registry of deeds for the registration district in which the land is situated, such land shall vest in the trustees for the use of the section for school purposes. 1911, C. 2, Sec. 54.

49. When it is decided at any school meeting to dispose of school lands by sale or exchange, the trustees may, with the concurrence of the inspector, dispose of such lands and purchase or accept other lands or sites in lieu thereof. 1911, C. 2, Sec. 45 Am.

50. Every public school building shall be available, free of charge, for the purposes of the local technical schools and schools for miners and engineers, provided that such use of public school buildings shall not interfere with the carrying on of schools under this Act. 1911, C. 2, Sec. 57.

BORROWING POWERS.

51. (1) The trustees shall have power, when authorized by a school meeting, to borrow money for the purchase or improvement of grounds for school purposes, or for the purchase or building of school houses; all such amounts, so borrowed, shall be repaid with interest by such number of equal yearly instalments, not exceeding twelve, as is determined by such meeting; the money so borrowed shall be a charge upon the ratable property in the school section. 1911, C. 2, Sec. 65.

(2) The trustees may issue debentures, with interest coupons attached, in the form in the schedule to this Act, for any money so borrowed, and such debentures shall be signed by the trustees or any two of them, and shall be countersigned by the secretary. 1911, C. 2, Sec. 66.

(3) The trustees shall annually provide by rate upon the school section an amount sufficient for the payment of such debentures and interest coupons as they respectively become due. 1911, C. 2, Sec. 67.

(4) The trustees may, if it is deemed expedient, give any other form of security approved by the inspector, for the repayment of any money so borrowed. 1911, C. 2, Sec. 68.

SCHOOL ATTENDANCE.

52. (1) Every child of school age maintained in any institution for the care of the poor shall, subject to the regulations of the council, regularly attend the public school of the school section within which such institution is situated, or a private school conducted in accordance with the provisions set forth in Section 120 of this Act.

(2) Where any such child has no residence (other than such as may have been acquired by living at such institution) within the school section in which such institution is situated, the municipality in which such child has his settlement under the Poor Relief Act shall be liable to pay to the trustees of such school section such fee as the inspector prescribes. In fixing the amount of such fee the inspector shall have regard to the cost of the maintenance of such school, and the number of pupils attending the same.

(3) Such fee shall be payable annually out of the municipal rates.

(4) "Municipality" in this section means and includes City, Town or Municipality, and "Inspector" means the Inspector for the Inspectorial Division in which such school is situated. 1917, C. 48.

53. The trustees of any section, with the permission of the inspector of schools, may, in their discretion, admit to school privileges pupils whose parents or guardians reside outside the section, and if the trustees deem it proper to do so, may charge such pupils a reasonable tuition fee. 1911, C. 2, Sec. 43.

SECRETARY OF TRUSTEES.

54. The trustees shall, at their first meeting after the annual school meeting, appoint a secretary and shall furnish him with a suitable blank book, and such secretary shall enter therein, and carefully preserve, a correct record of all the doings of the trustees and of the minutes of all school meetings. 1911, C. 2, Sec. 60

55. The secretary shall give a bond to His Majesty with two sureties, subject to the approval of the inspector, in a sufficient sum for the faithful performance of the duties of his office, and such bond shall be lodged with the inspector, who may at any time require a new bond, or a bond in a larger sum in the place of the bond last lodged. Such bond may be in the form in the fourth schedule or to the like effect, and unless sooner terminated by the sureties or either of them according to law, it shall not be necessary to give any new bond, annually or otherwise, unless required by the inspector, so long as the secretary is reappointed to office. 1911, C. 2, Sec. 61.

56. The secretary may resign, with the consent in writing of the trustees and inspector. 1911, C. 2, Sec. 62.

57. It shall be the duty of the secretary, under the direction of a majority of the trustees,—

(a) to keep the accounts and records of the trustees, in a proper record book, which should also contain a copy of the minutes of the annual and special school meetings, and of the rate roll of the section, and to collect and disburse all school moneys;

(b) to keep the school house or houses and grounds in good repair, and furnish the same with comfortable furniture, fuel, prescribed school books, maps and apparatus, and to provide proper outhouses;

(c) to promptly supply to the teacher or teachers copies of the school register prescribed by the council, and carefully preserve the old registers;

(d) to keep an accurate record of any books, maps or apparatus at any time procured for the use of the section;

(e) to furnish the teacher with a copy of the inventory of the school property under his charge;

(f) to take due care of the school library of the section, and to see that the same is managed in conformity with the regulations of the council, and,

(g) generally to transact any business directed by a majority of the trustees, a record being first made in the minute book. 1911, C. 2, Sec. 64 Am.

58. The secretary shall make up the school accounts relating to the section at least three days before the annual meeting, and shall forward a detailed statement of receipts and expenditures, together with all vouchers and papers relating to the financial affairs of the section, to the auditors, who, after due examination of the same, shall make a written report thereon, and such report shall be presented at such annual meeting. 1911, C. 2, Sec. 63.

MODE OF SUPPORT.

59 (1) Salaries of teachers shall be provided for from the following sources, that is to say,—

(a) the provincial treasury;

(b) the municipal school fund;

(c) sectional school rates.

(2) All other expenditures for the support of schools shall be provided for from sectional school rates. 1911, C. 2, Sec. 69.

60. The time employed by the principal of the schools or the supervisor of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of the trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time in lieu of actual teaching on authorized teaching days according to the conditions prescribed by the council. 1911, C. 2, Sec. 70.

(a) *Provincial Aid.*

61. Every teacher employed in a public school conducted according to law, shall be entitled to receive annually from the Provincial Treasury the following sums or such proportion thereof as the number of days taught by such teacher bears to the prescribed number of teaching days in the school year. Such sum shall be paid in semi-annual instalments:—

For Class D. in any public school........	$ 70.00
For Class C. in any public school..........	105.00
For Class B. in any public school.........	140.00
For Class A. only in a superior common rural school or high school of prescribed status....................................	175.00
For Class Academic, in a high school of prescribed status....................	210.00
For Class Academic, when principal of a high school of prescribed status in a section having at least three departments, if also principal of all the schools in that section.	245.00

1920, C. 68, Sec. 3.

62. Any teacher who holds a certificate from the Rural Science Training School may be paid such additional amount out of the Provincial Aid Fund or out of any other fund available for the purpose as the council may by regulations prescribe.

63. Assistant teachers, if provided with separate class rooms and regularly employed at least four hours in each day, shall receive two-thirds of the amount granted to principal teachers of the same class. 1911, C. 2, Sec. 73.

64. When the trustees or commissioners of any school section provide a department for manual training in any of the mechanical or domestic arts, with adequate equipment for at least twelve pupils at the same time, and have employed a teacher certified by the council to be competent to give practical instruction therein, and have caused such instruction to be given free for one session of two hours each week to the residents of the section, and have in these and all other respects efficiently conducted the public schools of the section in accordance with law, then the council may pay out of the Provincial Treasury to such trustees or commissioners, in semi-annual instalments or otherwise, as determined by the council, a sum of fifteen cents for each two hours lesson to each pupil, provided that the whole amount so paid out of the Provincial Treasury to such trustees or commissioners shall not, in any year, exceed Six Hundred Dollars; except in the case of the cities of Halifax and Sydney and the Town of Glace Bay, in which the amount shall not in any year exceed Twelve Hundred Dollars; provided, however, in no case shall any money paid under this section exceed during any year half the amount expended on the department qualifying for the grant in salaries of the teacher and janitor, fuel and the cost of material used in the class work. 1916, C. 25; 1917, C. 49 Am.

65. (1) Every poor section determined to be such under the provisions of this Act, which—

(a) is so isolated that it cannot be united with or absorbed into another school section or other school sections; and

(b) is rated for sectional school rates on property assessed at a value of not more than $4,000; and—

(c) votes and collects for current school expenses at a rate of not less than two per cent. on the property ratable for sectional school rates;

shall be known as a special poor section.

(2) There may from time to time be paid to any special poor section out of the Provincial Treasury, upon the recommendation of the inspector, and the authorization of the council, such grant in addition to the extra aid provided for poor sections by this Act as may be recommended by the inspector; provided, however, that in no case shall the said grant exceed the amount voted and collected by the section as sectional school rates, nor in any case the sum of sixty dollars. 1915, C. 14; 1916, C. 25.

(b) *Municipal School Fund.*

66. (1) The Clerk of the Municipality of every county or district shall annually add to the amount required for county purposes, but distinct from all other amounts required for such purposes a sum sufficient to yield an amount equal to one dollar for every inhabitant according to the last census of the municipality and of all incorporated towns and cities which before incorporation territorially formed part of such county or district. 1920, C. 68, Sec. 4.

(2) The said sum shall be divided between and borne by the municipality and the incorporated towns and cities in the same proportions as the county fund, under the provisions of "The Towns' Incorporation Act," and an Act to incorporate the city of Sydney and amending Acts, and "The Assessment Act" respectively, and shall be collected in the same manner as other rates and taxes.

(3) Every incorporated town and city shall annually, on or before the thirtieth day of June, pay to the treasurer of the municipality of the county or district of which it, before incorporation, territorially formed part, its proportionate part of the said sum.

(4) The sum so raised by the municipality and incorporated towns and cities shall be paid out annually for the support of schools by the treasurer of the municipality upon the order of the superintendent, and shall be called the Municipal School Fund.

(5) (Repealed). 1920, C. 68, Sec. 5.

67. The clerk of every municipality shall, immediately upon making up the collector's rolls in each year, notify the superintendent and the inspector for the inspectorial division in which such municipality is comprised, of the amount provided by municipal assessment for the support of schools during the ensuing year. 1911, C. 2, Sec. 77.

68. A sum, not exceeding one-half the municipal school fund in any municipality, may be advanced from the Provincial Treasury to the municipality for a period not exceeding four months, and the municipality shall repay to the province such sum out of the municipal rates when collected. 1911, C. 2, Sec. 78.

69. (1) The municipal school fund shall, at the close of each year be apportioned to the trustees of schools conducted in accordance with the provisions of this Act, to be applied to the payment of teachers' salaries.

(2) Every school section shall be entitled to participate therein at the rate of one hundred and twenty dollars per year for every teacher employed, and a sum not exceeding five dollars, according to the recommendation of the inspector, for each rural school library and school garden kept up to the standard of form and efficiency prescribed by the council, and the balance of such fund shall be distributed among the school sections according to the days attendance of pupils at school in such sections respectively, and the length of time such schools have been in operation during the school year, but no such school sections shall receive any additional allowance in respect to any school on account of its having been in operation more than the prescribed number of days in any year. 1920, C. 68, Sec. 6.

(3) Sections maintaining an ungraded school with one teacher shall not participate in the distribution of the said municipal school fund in respect to days attendance made by the enrolled pupils for a greater number of days than eight thousand, except in cases in which an assistant teacher is employed by the trustees, in which case the allowance shall not exceed that for twelve thousand days attendance.

(4) (Repealed). 1920, C. 68, Sec. 7.

70. (1) Subject to the provisions of this Act the superintendent shall, on the recommendation of the inspector, allow to trustees in any section entitled to special aid as a poor section, a sum not to exceed one-half more from the municipal school fund than the allowance to other sections; and when recommended by the inspector, teachers employed in such poor sections shall receive a sum not to exceed one-third more from the Provincial Grant.

(2) No teacher holding a license higher than that of class D, shall be entitled to receive the aid provided for poor sections in respect to provincial grant to teachers.

(3) In any county the special provincial aid to teachers employed in poor sections shall not exceed three hundred dollars in any year, and if the special grant to such teachers in any county for any half year exceeds one hundred and fifty dollars, the special grant to each of such teachers shall be reduced *pro rata*, so that the total amount of such special aid shall not exceed three hundred dollars for such year. 1911, C. 2, S. 80; 1915, C. 14, Sec. 27.

71. When any section has been without a school for a period of two years, in consequence of the inability of its inhabitants to provide a school house, there shall be refunded to the trustees of said section, on the recommendation of the district board, the amount of the municipal school fund rated during the said two years on the inhabitants of the section. In no case shall the superintendent issue an order for such repayment until furnished by the inspector with a certificate that a school house is in actual course of construction. 1911, C. 2, Sec. 141.

(c) *Sectional School Rates.*

72. Except in the City of Halifax, in the City of Sydney, and in any Section the whole or any part of which is an incorporated Town, any amount required by a Section over and above the sums provided out of the Provincial Treasury and the municipal school fund for the support and maintenance of a public school or schools during the school year, including the following objects, that is to say:—

(a) the purchase or improvement of school sites or grounds;

(b) the purchase, erection, furnishing, cleaning or repairing of school houses and outbuildings;

(c) rent of buildings or lands;

(d) insurance on school property;

(e) the purchase of fuel, prescribed school books, books for the school library, maps and apparatus;

(f) repayment of money borrowed by the section and interest thereon;

(g) teachers' salaries and annuities;

(h) compensation to and repayment of expenses incurred by the trustees for or in discharge of the duties imposed upon them by the provisions of this Act as to compulsory attendance at school, and the cost of conveying children to school;

(i) any necessary expense for the periodical dental and general medical examinations of the pupils attending school;

(j) any sum which may be necessary to secure the proper tuition of all the pupils of the section in the school of an adjoining or other sections, if the payment of such tuition should be deemed desirable by the ratepayers and approved by the inspector, in lieu of supporting a local school;

(k) any other expenditure necessary in providing an efficient school or schools in accordance with the provisions of this or any other Act,

shall be determined by a majority of the ratepayers present at a regularly called school meeting. 1920, C. 68, Sec. 8.

73. (1) Any amount so determined shall be a charge on the section and shall be collected as follows:

(a) every male person between the ages of twenty-one and sixty years, residing in such section at the time of the holding of such meeting, shall pay the sum of one dollar (or when ordered by the district board of two dollars) as a poll tax, but no person shall be liable to pay more than one poll tax in any one year;

(b) the remainder of the sum so determined shall be rated on the following income and property as assessed on the Municipal Assessment Roll, namely,

(1) the income of the residents of the section,

and

(2) Dyke Land situated in the county and owned by residents of the section,

and

(3) real property situate in the county and owned by a resident of the section but not forming part of any school section,

and

(4) except as in the next preceding clauses (2) and (3) all the real property and personal property situate within the section.

(2) the expression "residents of the section" or the like includes persons temporarily absent from the section in the carrying on of any kind of business or employment or temporarily absent for any other cause, but who usually reside in the section, or whose families reside in the section.

Sections 74, 75, 76, 77, 78, 79, 80 and 82 of Chapter 9 of 1918 and the Second Schedule to said Chapter are repealed. 1920, C. 68, Sec. 9.

81. (1) The Clerk of the Municipality shall each year for each school section prepare from the Municipal Assessment Roll, and from the information furnished as in the next subsection provided, a list of the names of all those whose incomes and real property and personal property are, or any of them is liable to be rated for the support of the school or schools of the section and shall affix to the name of each the amount of such income, and the valuation of such real property and personal property respectively and shall transmit the said list to the trustees. The Municipal Clerk shall be paid by the trustees a fee of twenty-five cents for every list so transmitted where the number of names thereon does not exceed twelve and a fee of thirty-five cents for every list so transmitted where the number of names thereon exceeds twelve. 1920, C. 68, Sec. 10.

(2) Where any municipal assessment roll does not afford the information necessary for the purpose of preparing any such list the assessors shall upon request of the Municipal Clerk furnish him with the information so requested. 1920, C. 68, Sec. 10.

(3) Subject to the provisions of the Assessment Act as to appeals all those whose names appear on said list shall be conclusively bound with regard to their property both as to ownership and valuation and also with regard to their income by the entries in the Municipal Assessment Roll. 1920, C. 68, Sec. 10.

83. (repealed). 1920, C. 68, Sec. 11.

84. The Trustees shall determine the rate of so much on the dollar on the assessed value of income and real and personal property liable according to such list to be rated for the support of the school or schools of the section which they deem sufficient to raise the amount required after making allowance for loss and expenses of collection. 1920, C. 68, Sec. 120.

85. (1) The Secretary shall from said list prepare another list of names in alphabetical order of all those whose income and real property and personal property are or any of them is liable to be rated for the support of the school or schools of the section and shall affix to the name of each the assessed value of such income and real property and personal property according to such first mentioned list and also so affix the rate thereon and the amount including poll tax payable by each, and shall insert in said list in alphabetical order the names of those liable to pay poll tax only and affix to the name of each the amount payable for poll tax. 1920, C. 68, Sec. 13.

(2) The list as prepared by the Secretary shall be either approved or revised (if necessary) and approved, by the trustees not later than the last day of September, and shall be posted by the Secretary, as hereinafter provided, on or before said day. 1920, C. 68, Sec. 13.

86. In any case where, owing to neglect on the part of the assessors, or for any other reason any assessment roll does not afford the information necessary for the purposes of this Act, the assessors shall upon request of the secretary furnish such supplementary lists and such further information as are necessary.

87. The trustees shall by writing on such list, signed by them, authorize and direct the Secretary to collect from the persons therein named the amounts set opposite their respective names, and such list with such authorization and direction shall be called the collector's roll for the section. 1911, C. 2, Sec. 94.

88. The secretary shall post up copies of the collector's roll in at least three public places in the section as soon as possible after he receives the same from the trustees, and shall file a copy thereof with the municipal clerk and shall, on request, file a copy thereof with the inspector. 1911, C. 2, Sec. 95.

89. (1) Any person, firm, association, company or corporation rated on the collector's Roll may appeal to the Municipal Council at its next regular meeting from being so rated, or from the amount rated and such appeal be heard and determined by the Municipal Council whose decision shall be final and conclusive. 1920, C. 68, Sec. 14.

(2) If on any such appeal it is ordered that any part of such rate be refunded to the appellant, such order shall be on the trustees of the school section appealed against, who shall repay the same to the person aggrieved out of any funds in their hands, and if there are no funds on hand they shall provide for the same at the next annual meeting, or at any special meeting called for that purpose. 1911, C. 2, Sec. 96.

90. (1) The Secretary shall demand the several amounts from those who are so rated in the Collector's Roll and in default of payment such amounts may be collected either,

(a) under those provisions of "The Assessment Act," which are applicable to the enforcement of liens and Taxes in Municipalities and the Secretary shall for that purpose be the collector mentioned in said provision, or

(b) by action at the suit of the Trustees in any court of Competent Jurisdiction.

(2) Amounts so rated in respect of real property shall constitute a lien upon such property which may be enforced either,

(a) under those provisions of The Assessment Act," which are applicable to the enforcement or liens on real property for Rates and Taxes, or

(b) by action at the suit of the Trustees in any Court of Competent Jurisdiction. 1920, C. 68, Sec. 15.

91. (1) The secretary shall be entitled to retain two and one-half per cent. commission on all sums collected by him or under his direction for the purchase or erection of a new school house or houses, and for the purchase or improvement of school sites or grounds.

(2) The secretary shall be entitled to retain five per cent. commission on all sums collected by him or under his direction for the support of the school or schools, but where payment of any rate is voluntarily made, the secretary shall, out of his commission, allow to the person making such payment, a discount of two and one-half per cent. upon such rate.

(3) A payment shall be considered to be voluntarily made if made within twenty days after the collector's roll is made up and posted in at least three public places in the section.

(4) The secretary shall be entitled to receive commission under the provisions of this section only upon the moneys directly levied on the section, and collected in accordance with the vote of the annual or any special school meeting, and shall not include municipal fund apportionment or provincial grant of any kind. 1911, C. 2, Sec. 99.

92. On proof of inability to pay any school rates or poll tax, the trustees may exempt any person wholly or in part from the payment thereof, without prejudice to the rate; and the trustees shall present a statement of all such exemptions in their report to the annual school meeting. 1911, C. 2, Sec. 100.

93. The school rates of any person who dies or becomes insolvent, or assigns his property, shall be a charge upon his estate, and shall be payable by his executors, administrators or assignees. 1911, C. 2, Sec. 101.

94. In every case where between the making of the municipal assessment roll for any year and the making of any sectional school rate according to such roll, any person assessed therein in respect to real or personal property removes from the section, having conveyed, leased or otherwise disposed of such property, such school rates shall be a charge on the property, and may be collected from the owner or person in possession of the same at the time of the making of such rate, and the name of such person shall be inserted in the affidavit and warrant for collecting in the same manner as if such person was originally assessed in respect to such property and his name was on the collector's roll. 1911, C. 2, Sec. 102.

95. (1) In any school section in which, up to the first day of July, the ratepayers neglect or refuse to make adequate provision for the maintenance of a school or schools (including the necessary equipment of and repairs to a school house or the providing of a school room) during the following school year, the trustees of the school section shall determine the sum of money which they deem sufficient therefor, or which may be necessary to supplement an inadequate sum already voted by the ratepayers, and such sum shall be submitted to the district board or to the committee thereof, and be subject to their approval. If the said board or committee approves the said sum and orders it to be collected, the trustees shall promptly levy and collect the same in all respects as if it had been voted for school purposes at a regular school meeting called for the purpose.

(2) If the trustees of any section neglect or refuse to apply to the board of commissioners or its committee under the authority of the foregoing sub-section, or if they neglect or refuse to provide a school or schools in case necessary funds have been voted by the ratepayers or approved by the district board or its committee, or if up to the first day of July no annual meeting had been held, or if no trustees have been elected, it shall be the duty of said board or its said committee, as soon after the first day of August as convenient, when notified by the inspector of the conditions in any such school section,

to appoint one or more persons interested in maintaining a school in said section as a new board of trustees for the remainder of the then current school year, and the trustee or trustees so appointed shall have all the powers of trustees elected by the ratepayers; and the duties and powers of the trustees, if any, elected by the ratepayers, shall thereby be suspended during said period.

(3) The said trustee or trustees so appointed shall forthwith determine the sum of money which is deemed sufficient for the support of the school for the remainder of the year (if sufficient money has not been already voted) and submit their estimate to the district board or its committee for approval, and if approved and ordered to be collected by the said board or committee, the said sum so approved shall be collected by the said new trustee or trustees in the same manner as if it had been voted for school purposes at a regular school meeting; provided, however, that if the district board or its committee is unable to secure a suitable trustee or trustees, they shall notify the inspector of that fact, in which case the inspector shall have all the powers of trustees for the said period as provided in this section, and shall forthwith estimate and determine the sum of money which he deems sufficient for the maintenance of the school for the remainder of the year, and shall submit his estimate to the said board or its committee for its approval as above provided for, which approval, if given, shall be communicated to the inspector by the said board or its committee in writing.

(4) The inspector shall certify the said sum to the municipal clerk, who shall levy the same on the section in all respects as if voted for school purposes at a regular school meeting called for the purpose, and shall prepare a collector's roll for the collection of the same. The regular municipal collectors shall collect such rates and taxes in the same manner and with the same remedies and for the same remuneration as in the case of other rates and taxes, and shall return the same to the municipal treasurer.

(5) The amount so collected shall be paid on the order of the inspector to meet the necessary expenses for the support of the school in the said section.

(6) Nothing in this section shall be construed to relieve trustees from the penalty imposed by Section 42 of this Act. 1911, C. 2, Sec. 103, Am.

TEACHERS.

96. No teacher shall receive under this Act any portion of the moneys granted towards the support of county academies ,high or common schools, unless such teacher holds a license from the Council of Public instruction. 1911, C. 2, Sec. 108.

97. (1) It shall be the duty of every teacher in the public schools:—

(a) to teach diligently and faithfully all the branches required to be taught in the school, and to maintain proper order and discipline therein, according to the engagement entered into with the trustees and the provisions of this Act, to dismiss from the school room any pupil openly and persistently defiant, reporting the case to the trustees for further action;

(b) to call the roll morning and afternoon, and otherwise keep an accurate register in the manner prescribed by the council; such register shall be at all times open to the inspection of the trustees, visitors, examiners, commissioners, inspectors and superintendent, and shall be handed over to the secretary of trustees at the expiration of the term of service;

(c) to render, when necessary, to the trustees, all possible assistance in classifying the pupils of the section according to their attainments; and when requested by the trustees, to institute examinations for the purpose of transferring to another department any pupils who are prepared;

(d) to inculcate by precept and example, a respect for religion and the principles of Christian morality, and for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance and all other virtues;

(e) to give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school rooms, to the esthetic condition of the rooms, grounds and buildings;

(f) to report promptly to the trustees and inspector the appearance of any infectious or contagious disease in the school, or unsanitary condition of outhouses or surroundings;

(g) to report to the inspector as promptly as possible the names of children in the section who from defective sight or hearing, or other physical or mental defect, are incapable of receiving effective instruction in the public schools;

(h) to have special care as to the use of school books and apparatus, registers and official bulletins, the neatness and order of the desks, and to reimburse the trustees for any destruction of school property by the pupils which is clearly chargeable to gross neglect or failure to enforce proper discipline on the part of the teacher;

(i) to have during or at the end of each year, a public examination of the school, of which notice shall be given to the parents and trustees and to school visitors resident in the section;

(k) to give notice thru the pupils of school meetings advertised by the inspector or trustee;

(l) to furnish the trustees, examiners, commissioners, inspector and superintendent, any information that he possesses respecting anything connected with the school or affecting its interest or character;

(m) to attest the correctness of all returns under oath, as in the third schedule (teacher's oath). Any teacher making a false return shall have his license cancelled or shall be suspended, as the council decides;

(n) to keep carefully informed with respect to the school law, all official intimations, and the information published from time to time in the official bulletins of the Education Department. 1911, C. 2, Sec. 109; Am.

(2) Subject to the authority of the trustees, the teacher shall have a general oversight over the school premises during school hours, and may exclude therefrom all persons who disturb or attempt to disturb the school work. 1911, C. 2, Sec. 114.

(3) Every person who, in or upon any school premises and in the presence of any pupil attending such school, uses profane, threatening, abusive or improper language towards the teacher, or speaks or acts in such a way as to impair the maintenance of discipline by the teacher in such school, shall be liable to a penalty of not less than five dollars nor more than twenty dollars, and in default of payment, to imprisonment for a period not exceeding thirty days.

98. Appropriate instruction shall be regularly given in all the public schools as to the nature of alcoholic drinks and narcotics, including tobacco, and special instruction as to their effect upon the human system shall be given in connection with the subjects of physiology and hygiene. Such instruction shall be given orally, to pupils unable to read, from a suitable text-book in the hands of the teacher, and to all other pupils from such text-book, in the hands of the pupils, as is from time to time prescribed by the council. 1911, C. 2, Sec. 110.

99. It shall be the duty of school officers and inspectors of schools to report to the council if the provisions of the next preceding section are not being complied with in any public school, and if it is shown to the council by such school officer or inspector, or by any ratepayer, that such provisions are not being complied with in any school section, it shall be deemed sufficient cause for withholding wholly or in part the provincial and municipal grants from the teacher or trustees of such school section. 1911, C. 2, Sec. 111.

100. The superintendent may, with the approval of the council, withhold in whole or in part the provincial grant from teachers who are remiss or inefficient in the discharge of their duties, or make defective or incorrect returns, and the grant from the municipal school fund from sections failing to make reasonable provision for the health, comfort and progress of the children attending school. 1911, C. 2, Sec. 112.

101. Grants from the municipal school fund to trustees and provincial grants to teachers shall be withheld from every section making a false return, and from every section in which a school is conducted in a building condemned by the district board. 1911, C. 2, Sec. 113.

COUNTY ACADEMIES.

102. (1) The trustees of schools in the shire or county town of each county in the province may establish and maintain a high school or academy, which shall be open free of charge to qualified students from all parts of the county in which it is situated.

(2) For the purposes of this section the Municipality of Clare shall be deemed a county, and an academy may be established in any school section within such municipality which is willing to accept the responsibility of conducting an academy under the provisions of this Act. 1911, C. 2, Sec. 123.

103. (1) The trustees of a county academy conducted in accordance with the provisions of this Act and the regulations of the council framed thereunder, shall be entitled to participate in the academic grant from the Provincial Treasury, which shall in no year exceed ten thousand dollars, in conjoint proportion to the number of authorized days taught by the teachers of the academic class (providing the salaries of the said staff, inclusive of the regular provincial grant, shall average not less than eight hundred dollars each per annum), and to the following scale:—

(a) where there is one academic teacher and an annual average attendance of at least fifteen regularly qualified high school students pursuing the course, three hundred dollars; provided, however, such grant may be paid on other conditions prescribed by the council;

(b) for the second teacher, three hundred dollars, provided there is an average annual attendance of at least thirty-five regularly qualified high school students pursuing a full course;

(c) for the third teacher, three hundred dollars, provided there is an average annual attendance of at least seventy regularly qualified high school students pursuing a full course;

(d) for the fourth teacher, two hundred dollars, provided there is an average annual attendance of at least one hundred regularly qualified high school students pursuing a full course.

(2) The term "trustees" as employed in this section shall be construed to include the boards of school commissioners of the cities and of incorporated towns within the Province. 1911, C. 2, Sec. 125; 1917, C. 49.

104. If any county town does not establish or maintain a county academy under the provisions of this Act, the council may authorize any other section of the same county to establish and maintain such county academy. 1911, C. 2, Sec. 126.

EVENING SCHOOLS.

105. (1) Trustees may establish in their sections evening schools, for the instruction of persons of thirteen years of age and upwards, who cannot attend the day school.

(2) Such evening schools shall be in session 2½ hours, and in relation to public grants, two evening sessions shall count as one day. The prescribed register shall be kept, and a return of the school made in the form directed by the superintendent.

(3) No portion of provincial or municipal funds for education shall be appropriated in aid of evening schools, unless teachers giving instruction in such schools are duly licensed teachers.

GOVERNMENT NIGHT SCHOOLS.

106. Where it appears that in any community there are twenty-five or more persons of the age of fifteen years and upwards desirous of obtaining instruction in the ordinary branches of an English education, the Governor-in-Council may authorize the establishing of a night school for their benefit. 1911, C. 2, Sec. 120.

107. Every teacher employed in any such night school shall be a duly licensed teacher, and shall receive from the Provincial Treasury such grants as the council from time to time determines. 1911, C. 2, Sec. 122.

TEACHERS' AND INSPECTORS' RETIRING ANNUITIES.

108. Duly licensed teachers, other than teachers of the academic class, who have taught in the public schools of the Province, or in the Institution for the Deaf at Halifax, or in the School for the Blind, for thirty-five years, or who have attained the age of sixty years, after thirty years of such teaching service, shall be entitled to retire with an annuity equal to the provincial aid granted to teachers of their respective class of license at the time of the passing of this Act. 1917, C. 50.

109. Teachers of the academic class who have taught in the public schools of the Province for thirty-five years, or who have attained the age of sixty years after thirty years of such teaching service, shall receive an annuity equal to double the average annual Provincial Aid they were regularly entitled to receive during the last ten years of their service; but every academic teacher who has served as inspector of schools without receiving annuity shall be entitled to receive as an additional annuity after retirement twenty dollars for each year of inspectorial service, and every academic teacher who had also been for, at least, fifteen years principal of the schools of a section or of a school of at least six departments, and in receipt of an average salary of, at least, one thousand dollars, during the last five years of his service, shall receive an additional annuity of eighty dollars, and an additional ten dollars for each hundred dollars the said average salary exceeds the said minimum; but no teacher's annuity under this Act shall exceed six hundred dollars. 1917, C. 50.

109A. In determining qualifications for a teacher's annuity time in the inspectorial service shall be deemed to be time in the teaching service. 1919, C. 7, Sec. 33.

110. Duly licensed teachers in continuous good standing who, after twenty years' service, become totally disabled or incapacitated from any cause, may on satisfactory proof of such disability or incapacity, retire, so long as the total disability or incapacity exists, and shall be entitled to receive the annuity provided in the two next preceding sections.

111. Schools boards, municipal councils and trustees are hereby empowered to supplement such annuities, under pension or superannuation systems approved by the council, and may also by any such system provide for other teachers or educational officers, not beneficiaries under the preceding sections.

112. School boards, municipal councils and trustees are hereby empowered to enter into any agreement with any annuity company to undertake the payment of such annuities. Every such agreement must be approved by the council. 1917, C. 50.

113. Every inspector and every Normal College teacher who has completed thirty years of service in either capacity shall be entitled on retiring at sixty-five years of age or upwards to an annuity equal to one seventy-fifth of the annual salary of such inspector or teacher at retirement for each year of such service, and each two years' service as a teacher in the public schools before appointment as inspector or Normal College teacher shall count as one year in the aforesaid period of service qualifying for annuity. 1917, C. 50.

114. Every inspector and every Normal College teacher who has not reached the age of sixty-five years, and who, in the opinion of the countil, is by reason of sickness or other permanent disability, incapable of efficiently performing his duties and of otherwise earning a livelihood, shall, on recommendation of the council, be entitled on retirement to a like annuity to that provided in the next preceding section. 1917, C. 50.

114A. Time spent by teachers in the military or naval service of His Majesty during the war with Germany and its Allies or any of them shall for the purposes of the retiring annuities provided for by this Act be held to be time spent in teaching service. 1920, C. 68, Sec. 16.

115. The property and interest of an annuitant in, or to any moneys payable or paid under the provisions of this Act, shall be exempt from seizure, levy or attachment by or under the process of any court, and shall not be affected by any trust, charge or lien. 1917, C. 50.

116. No annuity payable under this Act shall, in any case, exceed $600.00 per annum; every such annuity shall be payable in semi-annual instalments. 1917, C. 50.

117. The annuities provided by this Act shall be payable only during the good conduct of the annuitant and in accordance with the regulations of the council. 1917, C. 50.

PART II.

COMPULSORY ATTENDANCE.

118. This Part shall apply only to cities and incorporated towns within the Province.

INTERPRETATION.

119. In this Part, unless the context otherwise requires—

(a) the expression "child" means any boy or girl between the ages of six and sixteen years living in the city or town;

(b) the expression "parent" means the father of such child, and if the father is dead or absent from the city or town, includes the mother of such child;

(c) the expression "guardian" includes any person acting *in loco parentis* where the parents of such child are dead, or absent from the city or town, and is not restricted to a testamentary guardian or appointee of a court;

(d) the expression "person having charge," means any person over the age of twenty-one years, with whom such child ordinarily lives or resides, or who controls, or is in a position to control, or assumes to control, or has the apparent charge of, such child;

(e) the expression "the board" means the board of school commissioners for the city or town;

(f) the expression "street trade" means any occupation, business, trade, or calling, requiring the use of the streets of a city or town;

(g) the expression "principal" means the teacher, supervisor or other officer having the general supervision of the schools in the city or town;

(h) the expression "stipendiary magistrate" or "magistrate" includes the stipendiary magistrate in and for the city or town or his lawfully appointed deputy, or a judge of a juvenile or county court;

(i) the expression "officer" means the secretary of the board, supervisor or principal of the school of the city or town, or any other person in the regular employ of the board;

(j) the expression "truant officer" means any person appointed by the board or city council or town council to carry out the provisions of this Act;

(k) the expression "police officer" means any member of the police force of the city or town, or special constable appointed by the city or town council for the purpose of enforcing the provisions of this Act;

(l) the expression "school hours" means from 9 a. m. to 4 p. m., on school days, or such other regular hours as the public schools are in session by order of the board;

(m) the expression "school days" means the prescribed days. 1915, C. 4, Sec. 2.

120. (1) For the purposes of this Part the Board shall approve a private school,—

(a) when the instruction given therein includes reading, spelling, writing, English composition, geography and arithmetic, and

(b) such subjects are in the opinion of the principal, or in case of appeal as hereinafter provided, in the opinion of the Inspector of Schools or Council of Public Instruction, as well taught as in the ordinary public schools; and

(c) when such school keeps a register of the attendance in the form and manner prescribed by the Council of Public Instruction for the public schools; and

(d) furnishes to the Board such reports and returns, concerning the studies and attendance of the pupils in such school between the ages of six and sixteen years, as are required for the purpose of carrying out the provisions of this Act.

(2) Where any person interested is dissatisfied with the opinion of the principal respecting the instruction given in any such school, he shall have the right to appeal to the Inspector of Schools, or to the Council of Public Instruction.

(3) It shall be the duty of the Superintendent of Education to supply such register and blanks as are necessary for the making of returns in compliance with the provisions of this Part. 1915, C. 4, Sec. 3.

(4) Nothing in this Part shall apply to children visiting the city or town for a period not exceeding six months. 1917, C. 73, Sec. 4.

121. (1) The Board shall, before the first day of September in every year, ascertain the name and age of every child residing in the city or town, and the name of the parent or person in charge of such child and his address, and enter the same on a list.

(2) The Board may appoint a person or persons to make such enumeration, and direct the manner in which the same shall be made and the books in which the same shall be kept. 1915, C. 4, Sec. 5.

122. Every person who—

(a) refuses to give to any officer of the Board the name and age of any child living with him; or

(b) gives a false name or age; or

(c) wilfully gives any false information in regard to any matter about which information is required for the purposes of this Act, shall, for each such offence, be liable to a penalty not exceeding twenty dollars, and in default of payment to imprisonment for a period not exceeding twenty days. 1915, C. 4, Sec. 6.

123. (1) Except as is herein otherwise provided, every child shall attend some school during school hours on every day on which such school is open, unless such child is excused from such attendance by the Board, upon the presentation to the Board of satisfactory evidence, showing that such child is prevented from attendance upon school, or application to study, by mental, physical, or other good and sufficient reason.

(2) Any child over twelve years of age who passes a satisfactory examination in grade seven of common school work; or

(3) any child over thriteen years of age who shows to the satisfaction of the Board that necessity requires him to go to work, may be granted by the Board an employment certificate permitting him to be absent from school while actually engaged in some remunerative employment. The person applying to the Board for such certificate for his child shall submit a statement from the prospective employer describing the occupation in which the child will be engaged. In engaging such child to work the employer shall acknowledge the receipt from the Board of such employment certificate and shall return it to the Board within five days after the child leaves his employ, under a penalty of not more than twenty dollars. Before engaging in work the child shall be required to obtain from the school medical inspector or other physician approved by the Board a certificate of physical fitness for such work. 1915, C. 4, Sec. 7.

124. (1) Every parent or person in charge of any child shall cause such child to attend some school as provided in the next preceding section.

(2) Every parent or person in charge of any child who fails to comply with this section shall be liable to a penalty not exceeding twenty dollars, and in default of payment to imprisonment for a period not exceeding one month; provided, that before any such penalty is incurred, the parent or other person liable therefor shall be notified by a notice in writing sent or posted by mail to his place of business or residence by the secretary of the Board or the principal, of the effect of such non-compliance, and shall have an opportunity, by compliance with the requirements of this Part, to avoid the inposition of such penalty. 1919, C. 7, Sec. 34.

(3) The stipendiary magistrate may impose conditions upon any person found guilty under this section and suspend sentence, subject to such conditions, and upon proof at any time that such conditions have been violated, may pass sentence on such person. 1915, C. 4, Sec. 8.

125. (1) Every teacher shall report in writing to the Secretary of the Board or principal the name of every child in the school register who has been absent five days without lawful excuse, as soon as such absence has taken place; and shall otherwise assist the officers of the Board when required.

(2) The truant officer shall report to the secretary or principal the names of every child not on any school register. 1915, C. 4. Sec. 9.

126. The Board shall institute proceedings, under this Part, against every parent or other person in charge of any child who fails to comply with the requirements of this Part unless such parent or other person satisfies the Board when requested that—

(a) the physical or mental condition of the child is such as to render attendance or instruction in school inexpedient or impracticable; or

(b) such child is being properly instructed in reading, spelling, writing, English composition, geography and arithmetic otherwise than in a public school or approved private school, as provided in Section 3 hereof; or

(c) the failure to attend the requisite time was owing to ill health or temporary absence from the city or town, or through some domestic affliction in the family of such parent or person, rendering it necessary or prudent, in the opinion of the Board, to keep such child at home; or

(d) the parent, or other person summoned, was by reason of poverty unable to provide such child with proper and sufficient wearing apparel for attendance at school, and that he *bona fide* endeavoured to procure the same; or

(e) some other good reason existed for such failure to comply. 1915, C. 4, Sec. 10.

127. No such parent, or person in charge of any child, shall be exempt on the ground that the child is being educated otherwise than in a public or approved private school, unless he presents a certificate from the principal of schools that the child has passed a satisfactory examination in the grade of work suitable to the child's age and previous opportunities for receiving an education; and it shall be the duty of the principal to examine at stated times any such child making application for such certificate. 1915, C. 4, Sec. 11.

128. A certificate, under the seal of the Board, and signed by the secretary of the Board, that the name of any child mentioned in the summons does not appear on the school register of any of the public schools of the city or town, or that the child has not attended school as required by this Part and that the person summoned has been returned on the list to the Board as the parent or person in charge of such child, shall be received in any prosecution under this Part as *prima facie* evidence of the offence charged, without requiring any proof of the seal of the Board or the signature of such secretary or the production of any school register or list in the custody of the Board, or any certified extract from the same, and shall be sufficient evidence to warrant a conviction, unless the person summoned makes defense and satisfies the magistrate that he comes within one of the exemptions hereinbefore specified, or that the certificate presented by the secretary is in fact untrue. 1915, C. 4, Sec. 12.

129. If any parent or person in charge of any child is unable to induce such child to attend school as hereinbefore required, and sends a notice in writing to that effect to the secretary of the Board ,and proves to the satisfaction of the Board that he is unable to induce such child to attend school, the child shall, from and after the receipt of such notice and proof, be deemed to be and shall be dealt with as an habitual truant, and the person sending such notice shall not be liable to any penalty after the receipt of such notice and proof. 1915, C. 4, Sec. 13.

130. Any child—

(a) registered as attending any of the public schools and reported by the teacher to be absent for five or more days, not necessarily consecutive, during any school term, without excuse and without the consent of the parent or person in charge thereof; or

(b) known to the police, truant officer, or any officer of the Board, to be begging or wandering in the street and found not to be attending any school, or engaged in any proper employment during the regular school hours; or

(c) whose parent or person in charge having been notified to appear before the Board or some committee thereof for failure to send a child to school as hereinbefore required, thereafter fails for five or more days, not necessarily consecutive, to cause the child to attend school as required by this Part,

shall be deemed to be an habitual truant and dealt with as such. 1915, C. 4, Sec. 14.

131. (1) When information is laid before the stipendiary magistrate by any police officer, truant officer, or officer of the Board, that any child is suspected of being or is believed to be by the person laying such information an habitual truant, the magistrate shall issue a summons commanding such child to appear before him at a time and place to be named therein, and if such child does not appear, and if the summons was duly served a reasonable time before the time appointed for appearance, the magistrate shall issue his warrant for the arrest of the child, and adjourn the hearing until such child is brought before him; or the stipendiary magistrate may, if he thinks fit, in place of a summons, issue his warrant in the first instance, to have such child brought before him. 1915, C. 4, Sec. 15.

(2) If it is established to the satisfaction of such magistrate that such child is an habitual truant, the magistrate may commit the child to such reformatory, industrial school, home for children or orphan asylum as seems best to such magistrate, having in view the religious denomination, if any, to which the child belongs, for a period not to exceed three years or to extend beyond the time when the child shall attain the age of sixteen years. 1917, C. 73, Sec. 2.

(3) The hearing before the stipendiary magistrate shall not be held in open court, and only the persons interested in the child or representing the Board and the witnesses shall be allowed to be present. 1915, C. 4, Sec. 17.

(4) The allegation in the information that a child is absent without excuse, and without the consent of the parent, or person in charge of such child, or that the parent, or person in charge of such child, after having been notified to appear before the Board or some committee thereof, failed to cause such child to attend school for five or more days, shall be *prima facie* proof of such fact. 1915, C. 4, Sec. 18.

(5) The stipendiary magistrate, after consultation and advice with the parent, or person in charge of such child, or with the officers of the Board, may, if he is of opinion that the public interest and the welfare of the child will be best served thereby, suspend the issue and

execution of the warrant of commitment for a definite or indefinite period. 1915, C. 4, Sec. 19.

132. (1) The support and education of any child so committed shall be a charge on the city or town at the rate of one hundred and fifty dollars per year for each child so committed. The council may add to the amount to be rated the expense incurred annually by reason of any such arrangement, and the parent or person in charge of such child shall be liable to the city or town in such sum per month for support of such child as the stipendiary magistrate determines and names in the order of commitment, and any order shall be final and conclusive as to the amount named therein and of the ability of the parent or person in charge of such child to pay the same.

(2) If the amount named in any such order is not paid at the time or times mentioned therein, an execution may be issued by the stipendiary magistrate thereon at the request of the city or town collector or clerk, and the officer to whom the execution is directed may enter in and upon any premises of the persons liable to pay and seize and sell any personal property for the purpose of satisfying such execution and any costs and charges incurred under and by virtue of the same.

(3) The city or town clerk shall, immediately upon the commitment of any child as an habitual truant, give notice of such commitment to the city or town collector, or town clerk, who shall collect each month the amount named by the stipendiary magistrate. 1915, C. 4, Sec. 20.

133. Any truant or absentee child found wandering about the streets or other places of resort may be arrested without warrant by any person appointed as a truant officer. 1915, C. 4, Sec. 21.

134. If any near relation of any child committed as an habitual truant dies, or is seriously ill, the stipendiary magistrate may order such child to be released for a specified time, either with or without the custody of the superintendent or other officer of the place of commitment, and may from time to time revoke, extend, or otherwise modify any such order. 1915, C. 4, Sec. 22.

135. Any child who persistently violates the regulations of the school at which he attends, or otherwise persistently misbehaves so as to render him a fit subject for exclusion therefrom, may be deemed an habitual school offender and dealt with in the same manner as an habitual truant. 1915, C. 4, Sec. 23.

136. Every reformatory, or other institution, to which any child is so committed shall, at all reasonable times, be open to the inspection of the principal of the city or town schools, or any other officer appointed for the purpose by the Board, and the governing body of such reformatory, or other institution, shall provide instruction for such child as fully as is required in the case of an approved private school. 1915, C. 4, Sec. 24.

137. (1) Any child committed to any such reformatory or other institution under the provisions of this Part, may be released, either absolutely or conditionally, by the order of the Attorney-General, on the recommendation of the Superintendent of Neglected and Delinquent Children.

(2) Where any such child is released conditionally the Attorney-General may make such regulations and impose such conditions as he sees fit. Upon the report of the Superintendent of Neglected and Delinquent Children, the Attorney-General may order that any such child be apprehended without warrant and returned to the institution, under the same conditions as were imposed in the original order of commitment. 1917, C. 73, Sec. 4.

(3) (Repealed, 1920, C. 68, Sec. 19).

(4) (Repealed, 1920, C. 68, Sec. 18).

138. (1) No child under the age of sixteen years shall be employed by any person to labour in any business whatever or street trade, nor accompany any person engaged in any street trade during the hours from nine o'clock in the morning until half-past three in the afternoon, of any school day, unless such child delivers to the employer or has in his possession a certificate signed by the principal, or secretary of the Board, or a certificate signed by the principal that such child has passed a satisfactory examination in grade seven of common school work.

(2) Every person who employs any child or any person engaged in any street trade who permits a child to accompany him contrary to the provisions of this section shall for each offence be liable to a penalty of not less than ten dollars nor more than fifty dollars, and in default of payment to imprisonment for not more than one month. 1915, C. 4, Sec. 26.

139. The Board, or such officer or person as it appoints, shall in the months of November and May in every year, and at such other times as it deems necessary, examine into the condition of the children employed in every manufacturing or other establishment, and for this purpose may enter, inspect and examine at all reasonable hours, by day or night, any such establishment or any part thereof, and ascertain whether all the provisions of this Part are duly observed, and prosecute every person violating any of such provisions. 1915, C. 4, Sec. 27.

140. (1) On demand, on any such examination as is mentioned in the next preceding section, the proprietor, superintendent, or manager of such establishment or manufactory shall exhibit to the officer or person appointed by the Board to make such examination, a correct list of all children under the age of sixteen years employed in such manufactory or establishment, with the required certificate of attendance at school or place of instruction.

(2) Any such proprietor, superintendent or manager who fails to furnish such list, or to send such list to the office of the Board when requested in writing to do so, or wilfully delays the officer or person appointed by the Board in the exercise of any power under this

Part, or obstructs such officer or person so appointed in the discharge of his duties under this Part, shall be liable to a penalty of not less than ten dollars nor more than fifty dollars, and in default of payment to imprisonment for not more than one month. 1915, C. 4, Sec. 28.

141. The city or town council may make ordinances in respect to habitual truants, and children between the ages of six and sixteen years found wandering about the streets or public places between the hours of nine o'clock in the morning and three o'clock in the afternoon, and to prevent such children growing up in ignorance, and for more effectually carrying out the provisions of this Part; and shall provide suitable places for the discipline and instruction and confinement, when necessary, of such children, and may require the police, to enforce such ordinances, or appoint special police for that purpose. 1915, C. 4, Sec. 29.

142. The Board shall appoint an official, to be known as the truant officer, to enforce the foregoing provisions respecting habitual truants, and perform any other duties prescribed by the Board, and such official shall have and enjoy all the powers and privileges of a police constable of the city or town. 1915, C. 4, Sec. 30.

143. No person other than the Board, or some person appointed by it in that behalf, shall institute any proceeding for a contravention of any provision of this Part. 1915, C. 4, Sec. 31.

144. In any prosecution for a contravention of the provisions of this Part respecting compulsory attendance at school, the age stated in the information shall be taken *prima facie* to be the age of the child, and the prescribed register of any school department shall be admissible evidence of the attendance or absence of any pupil. 1915, C. 4, Sec. 32.

145. (1) Every person who contravenes or fails to comply with any of the provisions of this Part respecting compulsory attendance at school, or any ordinance made under such provisions, for the breach of which no penalty is provided, shall, for each such offence, be liable to a penalty not exceeding twenty dollars, and in default of payment to imprisonment for a period not exceeding sixty days.

(2) Upon any conviction for any offence against such provisions, it shall not be necessary to issue a distress warrant against the goods of the person convicted, but such person may be forthwith committed to jail if the penalty is not at once paid.

(3) Any penalty recovered upon any such conviction shall be for the use of the Board, to be applied in enforcing the provisions of this Part respecting compulsory attendance at school. 1915, C. 4, Sec. 33.

146. The provisions of The Nova Scotia Summary Convictions Act shall apply to any proceedings instituted under this Part when not inconsistent with any express provision contained in such sections. 1915, C. 4, Sec. 34.

PART III.

147. (1). This Part shall apply to every school section, not being a city or town, in which a resolution substantially in the form in the schedule to this Part is adopted by a vote of the majority of the qualified voters present at an annual school meeting for such section. 1917, C. 73, Sec. 37.

(2) After the adoption of such resolution as aforesaid all the provisions of Part II hereof (except as herein otherwise provided), shall *Mutatis Mutandis* on the first day of August following such adoption come into force in such section. 1917, C. 73, Sec. 38.

(3) At any annual school meeting of a section in which this Part is in force, a resolution may be adopted by a vote of two-thirds of the qualified voters present at such school meeting rescinding the prior resolution, whereupon this Part shall no longer apply to such section until it is again adopted as in this subsection provided. 1917, C. 73, Sec. 39.

148. Where said Part II is made applicable to any school section other than a city or town, the following terms used in said Part shall, in applying the same to a school section in which this Part is in force, have the meaning in this section defined unless the context otherwise requires—

(a) the expression "The Board" means the school trustees of a school section in which this Part is in force;

(b) the expression "Police Officer" means any municipal constable or special officer appointed by the section for the purpose of enforcing the provisions of this Act;

(c) the expression "Child" means any boy or girl between the ages of seven and fourteen years, living within a section in which this Part is in force;

(d) the expression "City or Town" means school section;

(e) the expression "Stipendiary Magistrate" means a stipendiary magistrate for the municipality or a justice of the peace for the county in which is situated a school section in which this Part is in force;

(f) the expression "City or Town Clerk" means the secretary of the board of trustees of the school section in which this Part is in force;

(g) the word "Council" in Section 20 of Part II, means the board of trustees of the school section in which this Part is in force. 1917, C. 73, Sec. 40.

PART IV.

GENERAL.

149. The forms in the schedule to this Act, or forms to the like effect, shall be sufficient in the cases thereby provided for. The council may, however, at any time amend or change any of the said forms or may prescribe other and additional forms for carrying into effect the provisions of this Act. 1911, C. 2, Sec. 142.

150. The Acts and parts of Acts in the Schedule to this Part referred to are repealed to the extent in such schedule stated; provided, however, that this shall not affect any actions, suits or proceedings now pending.

151. The penalties and imprisonments prescribed for the violation of any of the provisions of this Act may be recovered or enforced under the Nova Scotia Summary Convictions Act, Chapter 161, of the Revised Statutes, 1900, as now or from time to time hereafter amended.

SCHEDULES TO PART I.

FIRST SCHEDULE.

No......... $...........
Province of Nova Scotia,
County of........

DEBENTURE. TRANSFERABLE.

..........School Section, No....... District of..............

Under the authority of Chapter 9 *of the Acts of the Legislature of Nova Scotia, for the year* 1918.

The bearer is entitled to demand and receive from the trustees of the..........School Section, No......., district of........, in the Province of Nova Scotia, Dominion of Canada, the sum of......lawful money of the Dominion of Canada, in......years from the date hereof, and interest from the same date at the rate of......per cent. per annum, to be paid......yearly as per the interest coupons hereto annexed, payable at.........

Dated at........, this........day of........
.......................*Trustees of School*
.... *Section No....*
....

................, *Secretary of Trustees.*
Province of Nova Scotia,
School Section, No................. District of...........

No.——— $———
———dollars interest due on————on debenture No.———
payable at————.

————
————*Trustees.*
————

————, *Secretary.*

THIRD SCHEDULE.

TEACHER'S OATH.

I————————————a duly licensed teacher of Class—........ of the Province of Nova Scotia, make oath and say as follows:—

1. That I have been employed as teacher in.................... school section, No............District of............in the Province of Nova Scotia within the present school year ending 31 July 192 ; that my agreement with the Trustees is in accordance with the statute and regulations of the Council of Public Instruction; that there is no collusive understanding by which any portion of my agreement is to be made of no effect; that the prescribed Register has been faithfully and correctly kept by me in every particular specified in the explanations and other official instructions.

2. That during the first half of the said school year in the said school section I have taught and conducted school in accordance with law from the...............day of............to the...... ......day of.............for................authorized teaching days; and that to the best of my ability and belief the total days attendance of registered pupils made during this time was....

3. That during the second half of the said school year in the said school section I have taught and conducted school in accordance with law from the...........day of...........to the......... day of...........for...........authorized teaching days; and that to the best of my ability and belief the total days attendance of registered pupils made during this time was..........

4. That in addition I believe I am entitled under Regulations Nos........to Provincial Aid for............days employed as follows..
....
....

5. That to the best of my understanding and belief the rectified total days of attendance of registered pupils according to the Register during the said whole year was...............

....

Teacher.

SWORN TO AT......................
In the County of.....................
this........day of...................
A. D., 19..........
Before me...........................
....
In and for the County of...............

TIME in days must always be entered in writing in full—not in figures.

BLANKS for which there are no facts to be sworn to should be carefully filled in with a neat but distinct line; otherwise the oath will be irregular.

FOURTH SCHEDULE.

PROVINCE OF NOVA SCOTIA.

Know all men by these presents, that we (name of secretary)as principal, and (names of sureties) as sureties, are held and firmly bound unto our Soverign Lord George V, by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, etc., in the sum of............................dollars of lawful money of Canada, to be paid to our said Lord, the King, his heirs and successors, for the true payment whereof we bind ourselves, and each of us, by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us firmly by these presents, sealed with our seals and dated this.........day of.........................in the year of our Lord, one thousand nine hundred and...........

Whereas the said..has been dully appointed to be secretary to the board of trustees for....................school section No..............in the district of..................Now the condition of this obligation is such, that if the said(name of secretary.............) do and shall, from time to time and at all times hereafter during his continuance in the said office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said office by virtue of any law of this Procince, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or in respect of the said office; and if on ceasing to hold the said office, he shall forthwith, on demand, hand over to the trustees of the said school section or to his successor in office, on the order of the trustees, all books, papers, moneys, accounts and other property in his possession by virtue of his said office of secretary, then said obligation to be void; otherwise to be and continue in full force and virtue.

(Name of Secretary) (Seal).

(Names of sureties) (Seals).

Signed, sealed and delivered in the
presence of...................
....

(Name of Witness).

SCHEDULE TO PART II.

Forms to be used.

INFORMATION.

PART II OF THE EDUCATION ACT.

Canada,
Province of Nova Scotia,
County of...............

"An Act Respecting Compulsory Attendance at School in Cities and Towns."

The Information and Complaint of

, of
taken this day of , in the

year of 192 A. D., before the undersigned,
who saith that he is informed, and doth verily believe that during the school year, ending July 31st, A. D., 192 , has been unlawfully absent from school, contrary to the provisions of Chapter 9 of the Acts of 1918, with amendments thereto.

Sworn before me, the day and year first above mentioned.

....

Justice of the Peace in and for the County of...................

SUMMONS FOR HABITUAL TRUANT.

Canada,	Part II of the Education
Province of Nova Scotia,	Act Respecting Compulsory
County of.............	Attendance at School.

TO

OF

WHEREAS, you have this day been charged before the undersigned,
for that you during the school year ending July 31st, A. D., 192 have been unlawfully absent from school contrary to the provisions of said Act; THESE ARE THEREFORE to command you in His Majesty's name, to be and appear before me on , the day of A. D., 192 , at o'clock in the forenoon, at , in said
or before such other Justice as shall then be there, to answer to the said charge, and to be further dealt with according to law, Herein fail not.

Given under my hand this day of
in the year 192 , at

....

Justice of the Peace in and for the County of.....................

WARRANT FOR ARREST OF HABITUAL TRUANT.

Canada,	To the Truant Officer or
Province of Nova Scotia,	any Constable of the said
County of.............	County of.........................
TO WIT:	

WHEREAS
of , has this day been charged upon oath before the undersigned,
Justice of the Peace in and for the County
of for that the said
during the

school year ending July 31st, A. D., 192 , was ulawfully absentn from school contrary to the provisions of Part II of the Education Act;

THESE ARE THEREFORE to command you in His Majesty's name, forthwith to apprehend the said
and to bring before me or
some other Justice of the Peace in and for the said
to answer unto the said charge and to be further dealt with according to law.

Given under my hand and seal this day
of 192 , at

....
Justice of the Peace in and for the County
of....................

SUMMONS FOR WITNESS OR PARENT.

Canada	Part II of the Education
Province of Nova Scotia,	Act Respecting Compulsory
County of..............	Attendance at School.

TO

WHEREAS, information has been laid before the undersigned, Justice of the Peace in and
for the County of that
has been unlawfully absent from school during the school year ending July 31st, 192 , and it has been made to appear to me that you are likely to give material evidence in this matter;

THESE ARE THEREFORE to require you to be and to appear before me on at o'clock
in the forenoon, at , in the said
County of , or before such other Justice as shall then be there to testify what you know concerning the said charge. Herein fail not.

Give under my hand this day of
in the year 192 at

....

Justice of the Peace in and for the County
of.....................

30

COMMITMENT OF AN HABITUAL TRUANT TO AN INSTITUTION.

Canada,	Part II of the Education
Province of Nova Scotia,	Act Respecting Compulsory
County of..............	Attendance at School.

BE IT REMEMBERED that on the day
of in the year 192 , at
in the said County

is convicted before the undersigned

for that he, the said

is an habitual truant within the meaning of said Act;

I DO THEREFORE ADJUDGE AND ORDER that the said

be committed to at being a reformatory institution, there to be detained, subject by the provisions of the said Act, and to the rules and discipline of such institution.

Given under my hand and seal the day and year first above mentioned, at
in the County of

Justice of the Peace in and for the County of.....................

SCHEDULE TO PART III.

Resolved that the provisions of Part III, of the Education Act respecting compulsory attendance at school be brought into force in this School Section No. in the District of

SCHEDULE TO PART IV.

Acts Repeated.	*Extent of Repeal.*
Acts of 1903, Chapter 24	The Whole Act.
Acts of 1911, Chapter 2	The whole Act.
Acts of 1912, Chapter 74	The whole Act.
Acts of 1913, Chapter 28	Section 33.
Acts of 1913, Chapter 49	The whole Act.
Acts of 1914, Chapter 54	The whole Act.
Acts of 1914, Chapter 55	The whole Act.
Acts of 1915, Chapter 4	The whole Act.
Acts of 1915, Chapter 5	The whole Act.
Acts of 1915, Chapter 14	Section 23-28.
Acts of 1916, Chapter 7	Section 9.
Acts of 1916, Chapter 25	The whole Act.
Acts of 1917, Chapter 48	The whole Act.
Acts of 1917, Chapter 49	The whole Act.
Acts of 1917, Chapter 50	The whole Act.
Acts of 1917, Chapter 73	The whole Act.

THE ASSESSMENT ACT.

SHORT TITLE.

1. This Act may be cited as "The Assessment Act."

2. In this Act, unless the context or subject matter otherwise requires—

"Board" means board of revision and appeal;

"Clerk" means, in the case of a municipality, the municipal clerk, and in the case of a town, the town clerk;

"Council" means, in the case of a municipality, the municipal council, and in the case of a town, the town council;

"District" means assessment district; that is, a district for which assessors are appointed;

"Income" means the annual profit, gain, wages, salary, or emoluments arising from any place, office, profession, trade, calling, employment, labor or occupation, and directly or indirectly received by any person, and includes the interest arising and directly or indirectly received from money, securities, notes, mortgages, debentures, accounts, public stocks or from other property;

"Person" includes firm, company, association and corporation;

"Personal property" includes all such goods and chattels and other property as are enumerated in the first schedule of this Act;

"Property" includes both real and personal property;

"Real property" includes land and land covered with water, and whatever is erected or growing upon or affixed to land, and also rights issuing out of, annexed to, or exercisable within or about, the same;

"Ship" includes every description of vessel used in navigation;

"Town" means a town incorporated under the provisions of "The Towns' Incorporation Act."

* * * * * * * * * *

24. In assessing income and real property and personal property the assessors shall have regard to the boundaries of school sections and in every case shall specify on the Assessment Roll the name or designation of the school section, if any in which—

(a) the ratepayer, assessed wholly or in part on income, resides; and

(b) the property is situate;

and

where the ratepayer is assessed

(aa) on property in two or more sections; or,

(bb) on any dyke lands; or,

(cc) on any real property not forming part of a school section;

shall specify distinctly the valuation of the portion in each section, the valuation of such dyke lands and the valuation of such real property not forming part of a school section. 1920, C. 62, Sec. 1.

* * * * * * * * * * *

77. (1) The town clerk shall keep a book, to be called the "rate book ", in which he shall enter, in alphabetical order of the surnames, the name in full of every person, firm, company, association or corporation assessed in the assessment roll, and the name of every person liable to pay a poll tax, and the correct assessed value of the property and income of such person, firm, company, association or corporation as valued in the assessment roll passed by the assessment appeal court, and he shall also calculate and set down the amount of the rates payable by such person, firm, company, association or corporation.

(2) Where any territory, school section or part of a school section has been annexed to the Town for school purposes under the provisions of the Education Act, the Town Clerk shall also enter in the rate book separate from the other entries in that book the names in alphabetical order of all those whose income and real property and personal property are or any of them is liable to be rated for the support of the school or schools of the section and shall affix to the name of each the assessed value of such income and real property and personal property according to the Town Assessment Roll or the list transmitted to him by the Municipal Clerk under the Towns Incorporation Act, as the case may be, and also so affix the school rate thereon and the amount payable by each. 1920, C. 62, Sec. 2.

* * * * * * * * * * *

Section 78 of the Assessment Act of 1918 is repealed. 1920, C. 62, Sec. 3.

COLLECTION OF RATES AND TAXES.

(1)—*In Municipalities.*

82. (1) Every collector shall make a general return to the stipendiary magistrate or to a justice of the peace for the County of every person who, after demand (made either personally on the person rated, or by leaving at his residence a written or printed demand for such rates, or if he has removed from the district by mailing a letter, postage prepaid, containing such demand, addressed to his then residence), has not paid his rates, and the collector shall make oath in writing before such stipendiary magistrate or justice setting forth the name of every defaulter, the amount of such rates, that demand has been made, and what portion of the rates is unpaid.

(2) The stipendiary magistrate or justice shall thereupon issue a general or special warrant of distress against the several defaulters, or any one or more of them, directed to such collector or to a constable, commanding him to levy from the goods of each person named in the warrant the sum due by such person, with collector's and constable's and justice's fees, and shall specify therein when the same shall be returnable. The collector or constable shall forthwith execute such warrant, and pay over the amount collected thereunder to the treasurer.

(3) The justice's fee for such warrant shall be seventy cents, and the same shall be apportioned among the several persons (if more than one) named in the warrant; the collector's or constable's fee for each person in the warrant shall be twenty cents, and five cents per mile travelling fees for actual and necessary travel one way for each defaulter named in the warrant, but no poundage.

(4) Poor and municipal rates may be included in one warrant.

(5) Any warrant issued under the provisions of this Section may be in the form K in the second schedule to this Act.

(6) Any collector or constable who fails or neglects to return such warrant within the specified time, shall be liable to a penalty of twenty dollars, which when collected shall be paid to the treasurer of the municipality.

(7) If the collector or constable dies, leaves the County or neglects or refuses to execute the warrant, any constable may execute the same.

(8) If any collector or constable fails to execute or only partly executes such warrant before the return day fixed therein, the stipendiary magistrate or justice may issue another warrant against the persons in respect to which such first named warrant has remained unexecuted.

83. (1) If the collector or constable is unable to find goods sufficient to satisfy the warrant in respect to any persons named therein, he shall make a return upon oath to that effect, and the stipendiary magistrate or justice, or the municipal clerk, shall thereupon issue a warrant directed against each of such defaulters, to include costs and fees thereon, together with a proportionate share of the costs and fees mentioned in the preceding section, directing the collector or constable to levy on the goods and chattels of such defaulter, and for want thereof to take the body of such defaulter and commit to the common jail of the County, and any person so committed shall be entitled to all the privileges of debtors imprisoned under any process in civil matters, excepting jail limits.

(2) The stipendiary magistrate or justice shall be entitled to a fee of twenty-five cents for such warrant, and the constable's fees shall be twenty cents for each arrest, and ten cents a mile travelling fees for actual and necessary travel one way.

(3) Such warrant may be in the form L in the second schedule to this Act or to the like effect.

84. The officer who arrests any defaulter under any warrant of commitment shall indorse on such warrant, before delivering the same to the keeper of the jail to whose custody he commits the defaulter, the amount of the costs and charges of conveying such defaulter to jail.

85. (1) The warrant, to whomsoever directed, may be executed by any constable or peace officer in the County in which it is issued, and at any place within such County, altho such place is a city or incorporated town.

(2) If sufficient goods on which to levy are not found within the County, on an affidavit to that effect being made before the stipendiary magistrate or any justice of the peace in the County, any justice of any other County may make an indorsement upon the warrant, signed with his name, authorizing the execution of the warrant within such County, and such indorsements shall be sufficient authority to any constable or peace officer in such other County to execute the same in the same manner as if it had been directed to him in the first instance. The affidavit

and indorsement may be in the forms M and N respectively in the second schedule to this Act.

86. Where the amount to be collected under any warrant of distress or commitment exceeds two hundred dollars, the same may be directed to and executed by the sheriff, who shall execute the same, and his fees thereon shall be the same as those of a constable. R. S. 1900, C. 73, Sec. 86.

87. If any collector of rates deems it necessary to apply for a warrant against a defaulter before the expiration of the time fixed for the collection of his roll, such collector shall make oath before a stipendiary magistrate or a justice of the peace that he has demanded the rate from such defaulter, or, in the case of the absence of the defaulter from the district, that he has left a written demand at his last place of residence, and that he deems it necessary in order to obtain payment thereof that such warrant should issue, and thereupon the stipendiary magistrate or justice shall issue a special warrant of distress, which may include one or more defaulters, as circumstances require, and which shall be executed in the manner prescribed by this Act, and it shall not be necessary to include all defaulters in one warrant of distress.

88. (1) The amount due by any person for rates or taxes may be used for and recovered in any court of competent jurisdiction as a debt due by such person to the municipality.

(2) Upon affidavit of any collector, setting forth the amount due for rates and taxes by the person named therein and then being within the county, and stating his belief that such person is about to leave the province, and that he fears that such rates and taxes will be lost unless such person is arrested, a writ of capias may be issued, or an order may be made for the arrest of such person in the same manner and with the same procedure as if the same were an ordinary debt due by such person to the municipality.

(3. The issuing of such writ of capias or order for arrest of the defendant shall not take away the right to issue a warrant under the provisions of this Act.

EXTRACTS FROM OTHER STATUTES.

CHAPTER 4, OF 1918, AND AMENDMENTS.

THE TOWNS' INCORPORATION ACT.

SHORT TITLE.

1. This Act may be cited as "The Towns' Incorporation Act."

* * * * * * * * * *

SCHOOLS.

151. The town shall be a separate school section, and the control and management of the public schools of the town shall be vested in a board of commissioners, who shall, subject to the provisions of this Act, have the powers and perform the duties conferred and imposed upon school trustees by the provisions of "The Education Act."

152. The town council shall at the first meeting after the annual election, or so soon thereafter as practicable, appoint three persons to be members of such board. At least two of the persons so appointed shall be members of the town council, and, at the time of every annual appointment, at least one of such persons, if there be one remaining in the town council, shall be re-appointed a member of such board.

153. (1) The commissioners of schools heretofore appointed by the Governor-in-Council shall continue to hold office for the terms for which they were respectively appointed, and upon the expiration of such terms, successors shall be appointed who shall hold office for three years, and every person appointed, unless for an unexpired term, shall hold office for three years, except as in this section otherwise provided.

(2) In the case of towns hereafter incorporated under this Act, the Governor-in-Council shall, after

the proclamation incorporating the town, appoint two persons, to act in conjunction with three persons to be appointed by the town council at its first meeting after incorporation, as school commissioners for the town, and the commissioners so appointed by the Governor-in-Council shall hold office until the first day of February next following.

(3) Upon the said first day of February the Governor-in-Council shall appoint two persons as such commissioners for the town, one of whom, to be named by the Governor-in-Council at the time of his appointment, shall retire at the end of two years, and the other shall hold office for three years, and every person thereafter appointed shall hold office for three years, unless appointed for an unexpired term.

(4) No person who is a member of the town council shall be appointed by the Governor-in-Council as such commissioner, and any person appointed as such commissioner shall vacate his office as such on being elected a member of the town council.

(5) Women shall be eligible for appointment to the Board under the provisions of this and the preceding section.

154. In the event of a vacancy by death, resignation or otherwise, in the office of commissioner, the Governor-in-Council or the town council, as the case may be, shall appoint a person to hold office for the unexpired term, or for the term of three years, as the case may be.

155. The Board of commissioners shall, subject to the provisions of the Education Act, have the exclusive control and management of the public schools of the town, and shall have the management and control of the school buildings, including the maintenance and repair thereof. They shall appoint and dismiss teachers in such schools and employees in or about such buildings, and shall make all necessary regulations for the management and government of such schools.

156. (1) The town clerk shall be clerk and treasurer of the board. A chairman shall be chosen by the members of the board, at a meeting to be held on the second Tuesday of February in each year, at a time and place to be fixed by the clerk, and of which notice shall be given by him to every member of the board.

(2) The meeting so held may adjourn to a date not later than a week from that at which it is called, and in the event of no quorum being present at such meeting, the clerk shall appoint a subsequent time and place of meeting, of which notice shall be given by him to every member of the board, and a chairman shall be chosen at such meeting.

157. (1) The board shall, as soon as convenient after the annual election of mayor and councillors, furnish the town council with an estimate of all sums required for school purposes for the current year, including the sum required to meet the interest on any outstanding debentures or permanent indebtedness incurred on account of the purchase of school lands, the erection of school buildings, or other school purposes.

(2) (i) Except where any territory or school section, or part of a school section has been annexed to the town for school purposes under the provisions of the Education Act, (in this Act called annexed territory), the Town Council shall provide for the amount so estimated in the making of the annual rate and shall pay over such amount to the board on the warrant of the Chairman.

(ii) Where any territory or school section or part of a school section has been so annexed to the Town the amount so estimated shall in the manner hereinafter provided be rated on the income assessed according to

(a) the Town Assessment Roll in the case of residents of the Town at the time of the Town Assessment,

(b) the Municipal Assessment Roll in the case of residents of annexed territory at the time of the Municipal Assessment;

and on all the real and personal property situate within the school section formed by the Town and the annexed territory and assessed according to

(aa) the Town Assessment Roll in the case of property situate within the Town,

(bb) the Municipal Assessment Roll in the case of property situate within the annexed territory,

without regard to the place where the owners of such property reside.

(3) The town council shall advance to the board all such sums as are found necessary to defray the current expenses of the public schools pending the collection of the rates, and such amounts shall be paid and received by the board on account of the amount so estimated and rated.

158. The estimate furnished by the commissioners as provided in the next preceding section, shall not include any expenditure for the construction of new buildings, the purchase of land nor expenditure for repairs or improvements of an extraordinary nature.

159. The treasurer of the board shall, upon the order of the chairman, pay out from time to time all such sums as are ordered, and all checks drawn for money payable for school purposes shall be signed by the town clerk and countersigned by the chairman.

160. (1) If the town council refuses or neglects to make provision for or pay over the sum estimated by the board to be necessary for school purposes, or if the board requires any portion of such sum before the same is realized from the annual rates, the board may borrow such sum, or so much thereof as is so refused or withheld, or is so required, from any bank or person who will advance the same, and the amount so advanced may be recovered by the lender in an action against the town for money paid; or the board may obtain the same, or any part thereof, by the issue of a debenture or debentures in the form K in the first schedule to this Act, for such sum and term not exceeding five years, and at such rate of interest, as the board determines.

(2) Such debentures shall constitute a debt due by the town, and all sums required to pay the interest thereupon shall be included in the estimate of sums required for school purposes furnished by the board, under the provisions of this Act.

161. Debentures issued under the authority of the next preceding section shall be a charge upon all the property liable to taxation within the town and on the revenues of the town.

162. (1) If in the opinion of the board it is necessary to purchase land, construct any new school building, or effect any extraordinary improvements the board shall apply to the town council for authority to make such expenditure as is necessary for such purpose.

(2) The council may, when authorized by a town meeting duly held in the manner provided by Section 143 of this Act, and without any application to the Legislature, borrow the money required for the purchase of land for school purposes, the erection of any new school building, or any extraordinary improvements so applied for by the board.

(3) All amounts so borrowed shall be repaid, with interest at a rate not exceeding six per centum per annum, by equal annual instalments, not exceeding twenty, and shall be a charge upon all the rateable property and revenues in and of the town.

(4) The council may issue debentures, with interest coupons attached, in the form L in the first schedule to this Act, for any money so borrowed, and

such debentures shall be signed by the mayor and countersigned by the clerk.

163. In every incorporated town in which such board has not been constituted the Governor-in-Council shall appoint two suitable persons who, together with the persons already appointed or to be appointed as school commissioners in such town, shall until such board is constituted form a board of school commissioners for the town, and shall have all the powers and perform all the duties of such board as defined in this Act, except providing and disbursing the moneys required for the management of the schools.

164. All real and personal property within the town liable to taxation for school purposes in other school sections under the provisions of "The Education Act," shall be exempt from taxation for the support of the schools of the town.

SPECIAL SCHOOL RATE.

165. (1) The Municipal Clerk shall each year, and for each school section that is wholly or in part in the County, and which is formed by an incorporated Town and annexed territory prepare from the Municipal Assessment Roll, and from the information furnished as in the next sub-section provided a list of the names of all those whose income and real property and personal property are or any of them is liable to be rated for the support of the school or schools of such school section and shall affix to the name of each the amount of such income real property and personal property respectively, and shall transmit the same to the Town Clerk. The Municipal Clerk shall be paid by the Town a fee of twenty-five cents for every list so transmitted.

(2) Where any Municipal Assessment Roll does not afford the information necessary for the purpose of preparing any such list the assessors shall upon request of the Municipal Clerk furnish him the information so requested.

(3) The Town Clerk shall each year from the Town Assessment Roll and said list determine and fix the rate of so much on the dollar on the assessed value of income and real and personal property liable according to said Roll and list to be rated for the support of the school or schools of the section which he deems sufficient to raise the amount so estimated by the board after making allowance for loss and expenses of collection and such rate shall be the school rate for the current year.

166. Subject to the provisions of the Assessment Act as to appeals, all those whose names appear on said list shall be conclusively bound with regard to their property in annexed territory both as to ownership and valuation, and also with regard to their income by the entries in the Municipal Assessment Roll.

HEALTH.

168. The town council shall within the town have and exercise all the powers and discharge all the duties conferred or imposed upon boards of health by the Public Health Act, or by any other law in that behalf.

169. (1) The town council, in addition to the powers conferred upon or appertaining to boards of health by any law in force in that behalf, shall have power to make sanitary orders, rules and regulations in relation to any of the following classes of subjects, that is to say—

(a) for the prevention or mitigation of any infectious, epidemic, endemic or contagious disease prevalent in the town, in such manner as is deemed expedient;

(b) for supplying accommodation, medical aid and medicines, and such other articles as are deemed necessary;

(c) for domestic quarantine, and for preventing the admission of persons to, or the departure of persons from, any infected building, house or place within the town, and for detaining persons or things, and closing up shops, dwellings and buildings that have been exposed to infection, for inspection and disinfection, until the danger of infection is passed;

(d) for the cleansing, purifying, ventilating and disinfecting of dwellings, hotels, schools, churches, public buildings and places of assembly, and carriages, cars and boats, and conveyances coming into or landing passengers in the town by the owners, occupiers, or agents or persons having charge of the same;

(e) for the reporting of all cases of disease, and the safe and speedy interment of the dead, and the conduct of funerals;

(f) for the frequent and effectual cleansing of public and private buildings, yards and outhouses, by the owners, occupiers, tenants, or agents of the same;

(g) for the removal of nuisances, or anything declared by the council to be detrimental to the public health;

(h) for the establishment, management and maintenance of an hospital, for infectious diseases, the isolation of patients suffering from infectious diseases and their removal to and detention in such hospital;

(i) for the appointment of sanitary police, to be paid by the town, for the purpose of carrying out and enforcing the regulations and orders of the board of health;

(j) for the doing of any work, act, matter or thing at the cost and expense of any person or corporation who has been ordered or required by the board of health to do the same and has neglected or refused to do so, and for collecting and recovering the amount so expended by distress and sale of the goods or property of the person or corporation so neglecting or refusing, or by action at law, or otherwise.

(2) The council may fix penalties for the violation of any such sanitary orders, rules and regulations, not exceeding fifty dollars for any one offence.

(3) Such sanitary rules, orders and regulations shall come into force immediately upon being made, and shall remain in force until disapproved of by the Governor-in-Council, or repealed or altered by the town council.

201. Every person, who—

(a) plays ball, or throws a ball, stone or snowball, or other missle likely to injure any person or property, in or over any street or public place; or

(b) throws any substance against any dwelling house or private or public building, or into any private grounds, with intent to injure the same or disturb the inmates thereof; or

(c) writes or causes to be written or portrayed any obscene work or figure, or makes any obscene characters or writing upon any fence or buildings or any public place,

shall be liable to a penalty not exceeding twenty dollars, and in default of payment to imprisonment for a period not exceeding thirty days.

202. (1) Every person who courses or coasts upon a sled, sleigh or toboggan in any street, road, lane or thoroughfare, or over any sidewalk of the town, shall be liable to a penalty not exceeding ten dollars for each offence, and in default of payment to imprisonment for a period not exceeding thirty days.

(2) All sleds, sleighs or toboggans found in use coasting contrary to the preceding sub-section, or about to be so used, shall be seized by any policeman or constable, and the same shall be and become forfeited to the town.

203. (1) Every person who rides or drives any horse, team or vehicle in a furious, reckless, violent or disorderly manner, or engages in any racing of horses in any public street or highway, or in any public place in the town, shall be liable to a penalty of not more than thirty dollars, and in default of payment to imprisonment for a period not exceeding thirty days.

(2) Every person found violating this section may on view be forthwith arrested by any police officer, or other town officer, and lodged in the jail or lock-up until brought before the stipendiary magistrate.

245. (1) Every police officer of the town may take into his custody without warrant, any loose, idle or disorderly person whom he finds—

(a) disturbing the public peace; or

(b) between the hours of seven o'clock in the afternoon and six o'clock in the forenoon lying or lurking in any highway, yard or other place in the town and not giving a satisfactory account of himself.

(2) Such police officer may also at any time of the day or night take into his custody without warrant any person who is found—

(a) drunk, or feigning to be drunk, or making any loud bawling, yelling, screaming, singing or shouting in any public street, thoroughfare or alley, road or by-road of the town; or

(b) incommoding peaceful passers-by, or loitering on the streets or highways, or in the doorways or windows of shops or dwellings on the streets or highways; or

(c) obstructing people by standing across the foot paths or sidewalks, and, having been ordered by the police officer so to do, refuses to move away, or uses insulting language.

247. It shall be the duty of every police officer to enter, if necessary forcibly, into any shop, saloon or store, dwelling house or other building or structure whatever, in which he hears any fighting or quarreling going on, or any disorderly noise, and endeavour to allay and repress the same, and failing to do so, to apprehend without warrant and take into custody the offending person or persons, and confine such person or persons in the lockup in the town or in the county jail, until he or they are, before noon of the following day, taken before the stipendiary magistrate, to be dealt with according to law.

248. Every police officer of the town may at any time of the night or day enter any shop, house, room or place suspected of being a gambling house or bawdy house, room or place, and he shall, upon reasonable suspicion or evidence tendered him under oath, do so.

249. Every person who violates any provision of this Act, or any by-law or ordinance of the town, with respecto to—

(a) the preservation of order and securing the safety of passengers on foot or in vehicles on the streets, highways, sidewalks and footpaths of the town;

(b) the preservation and protection of property in case of fire;

(c) the protection and prevention of injury to the streets, squares, sidewalks and pavements, and the posts, railings, trees and other accessories thereto;

(d) the licensing of auctioneers and of peddlers, hawkers and traders of goods who are not ratepayers of the town;

(e) the protection of cemeteries, graves, tombs tombstones, or vaults where the dead are buried;

(f) the prevention of cruelty to animals and the destruction of birds;

(g) the prevention of persons entering private dwellings or places of business and remaining therein after being requested by the owner or occupant to withdraw;

(h) the prevention of the firing of firearms, the setting off of squibs or other fireworks, the burning of inflammable material, and the carrying of fire or lights not properly protected;

(i) the regulations or prevention of cutting ice on lakes and rivers;

(k) the prevention of making or posting indecent placards, writings, pictures or drawings or writing indecent words upon walls or fences in the streets or public places of the town;

(l) the preserving of peace, health and good order within the town,

may be arrested on view by any police officer or peace officer present at the commission of the offence, or by any person thereto in writing or verbally authorized by the stipendiary magistrate or a justice of the peace present.

BY-LAWS AND ORDINANCES.

263. The town council, in addition to any power to make by-laws and ordinances elsewhere in this Act conferred, shall have power to make by-laws in respect to all matters coming within the following classes of subjects, and may from time to time amend or repeal such by-laws, that is to say, for—

(9) Preserving peace, health and good order within the town;

(16) the prevention of the firing of guns or other firearms, or the setting off of squibs or other fireworks, or the burning of inflammable materials the carrying of fire, lighted candles or lamps, without being covered or secured;

(23) preventing cruelty to animals, and the destruction of birds;

(35) preventing the growth of thistles and other noxious weeds;

(36) preventing the injuring or destroying of trees or shrubs planted or preserved for shade or ornament, and the defacing of public or private property by printed or other notices;

(43) making regulations for the ringing of a curfew bell, and preventing children of tender age from walking the streets at night;

(44) preventing the posting of indecent placards, writing or pictures, or the writing of indecent words or making indecent pictures or drawings, on walls or fences in streets or in public places;

(45) preventing and punishing vice, drunkenness, immorality and indecency on the public streets, highways and other public places;

(46) the protection of, and the prevention of injury to streets, squares, sidewalks and pavements, and of the posts, railings, trees and other defences and ornaments thereof;

(54) providing for places for deposit of ashes, cleanings of yards and streets, and other filth and ordure, and compelling the owners or occupants of property within the town to remove all such ashes, cleanings, filth and ordure to such places of deposit;

(55) the removal of all filth and encumbrances on the streets, sidewalks, roads and alleys within the town, and places adjacent thereto;

(56) preventing persons from throwing any dirt, filfth or rubbish on any street, road, lane or highway;

(57) regulating and preventing the erection and continuance of slaughter houses, tanneries, and factories or trades which are likely to become nuisances;

(58) the regulation and prevention of the ringing of bells, beating of drums, shouting or other unusual noises in the streets, knocking at doors or ringing of door bells;

(59) the prevention of persons loitering on or about the steps or entrances of stores or shops, or on street corners;

(60) the punishment of tramps and other persons entering private dwellings or places of business and remaining therein to the annoyance of the inmates thereof, after being requested to withdraw;

(76) for the cleansing, purifying, ventilating and disinfecting of houses, dwellings, station houses, hotels, schools, churches, public buildings and places of assembly by the owners, occupiers, agents or persons having charge of the same.

(77) for preventing expectoration in public places and the spread of disease thereby.

(78) for regulating, controlling, or prohibiting the use or occupation of buildings, halls, rooms or other places of public meetings, entertainments, amusements or other gatherings, with a view to the prevention of accidents therein, but not including any of the matters in respect of which the Governor-in-Council is authorized by Section 73 of the Theatres and Cinematographs Act, 1915, as amended to make regulations.

[EXTRACTS FROM OTHER STATUTES].

THE ACTS RELATING TO PUBLIC HEALTH.

5. (2) The Provincial Health Officer shall from time to time and especially during the prevalence in any part of the province of epidemic, endemic or contagious diseases, make distribution through the newspapers and by circulars to local boards, and health officers, city, town and municipal councils, and in and through the public schools, and otherwise, of such sanitary literature and special practical information relating to the prevention and spread of contagious and infectious diseases as he deems necessary in the interest of the public health.

32. It shall be the duty of every medical health officer:

(e) to inspect and report upon the sanitary condition of all or any of the schools and school buildings and premises in the municipality or town; and if necessary enforce the regulations prescribed by the Council of Public Instruction in the matter of school sanitation;

35. The medical health officer may, on the outbreak or threatened outbreak of any epidemic, close any school or schools, and prohibit public gatherings for such time as he deems necessary.

48. (1) No teacher of any school or of any department in any school, whether public or private, shall permit any child to attend at such school or department of such school until such child has produced a certificate from a qualified medical practitioner that such child has been successfully vaccinated (and in the case of children of the age of twelve years, or over, revaccinated), or that, by reason of the child's health, vaccination is inadvisable. Provided, that if the parent or custodian of the child has conscientious objections to vaccination, a declaration made before a Stipendiary Magistrate or Justice of the Peace, in the form in the Schedule hereto may be accepted in lieu of a certificate from a medical practitioner.

(2) The provisions of Sections 42, 44, 46, 47 and of this Section shall not apply to any person who presents a certificate from a duly qualified medical practititoner (a) that he has been successfully vaccinated within five years or (b) that he has had smallpox.

79. When any householder knows that any person in his family or household has any infectious or contagious disease, he shall within twenty-four hours give notice thereof to the local board for his district and the medical health officer, and no member of such household shall attend school until a certificate has been obtained from a legally qualified medical practitioner, or when that is not obtainable, from any member of the local board, that infection no longer exists in the house, and that the sick person, the house, clothing and other effects have been disinfected to his satisfaction.

81. (1) When the medical health officer, or any member of the local board, knows of the existence in any house of measles, scarlet fever, smallpox, diphtheria, or whooping cough, he shall at once notify the head or other master of the school or schools at which any member of such household is in attendance, and the teacher shall forthwith prevent the further attendance of such member unless and until a certificate is obtained from the medical health officer or attending physician certifying that such member may continue to attend school without endangering the public health.

(2) When any teacher of any school has reason to believe that any pupil has, or that there exists in the house of any pupil any of the diseases above memtioned, he shall notify the medical health officer and the local board who shall inquire into the matter, and the teacher shall prevent the attendance at school of such pupil or pupils until the medical health officer or the attending physician certificates that such attendance may be continued.

(3) Where any infectious of contagious disease (other than those specified) is found by the medical health officer or the local board to exist in any household, the medical health officer may, if in his opinion the attendance of the pupils belonging to the household is in the circumstances dangerous to the public health, give notice to the teacher, who shall prevent such attendance until the medical health officer or attending physician certifies that the same may continue without danger to the public health.

(4) The local board may close any school or other place of assemblage which it decides may be a means of disseminating disease, and the closing of which is required in the interest of the public health.

(5) Where the parent or guardian of any pupil feels aggrieved by the exclusion of such pupil from school under the foregoing provisions of this section he shall have the right to apply to the Provincial Health Officer, who shall inquire into the matter and make such order admitting or excluding such pupil as he may deem right.

81. (6) For the purpose of the medical examination of school children, a divisional medical health officer, or the medical health officer of the health district, or a qualified medical practitioner holding an appointment as school medical inspector or a public health nurse accredited by the Department of the Public Health, may and is hereby authorized and empowered to enter any school or schools in the health district where such health officer, medical practitioner or nurse has jurisdiction and carry out such physical and mental examination of the children of such schools as may be required by the Department of the Public Health; provided that a notification of such examination shall have previously been given by the teacher to the pupils, and that a parent or guardian who so wishes shall be permitted to be present at such examination.

82. No person shall provide or expose any cup, mug, drinking glass, or similar article for use by the public generally in any place under his control, or allow any cup, mug, drinking glass, or similar article to be so provided, exposed, or used there, unless such cup, mug, drinking glass, or other article has been thoroughly cleansed since last used.

83. No person shall provide or expose for common use, or permit to be provided or exposed for common use, in any hotel, restaurant, lunch room, store, shop, barber shop or saloon, school, office building, place of amusement, or any similar establishment, any article named below, unless it has been thoroughly cleansed since last used; that is to say, any cup, mug, glass, fork, spoon, finger bowl, jar, spirometer, mouthpiece, napkin, towel, or similar article.

84. No person shall provide or expose any towel or similar article for use by the public generally in any place under his control, or allow any towel or similar article to be so provided, exposed, or used there, unless such towel has been thoroughly cleansed since last used.

NOVA SCOTIA TECHNICAL COLLEGE.

An Act relating to Technical Education.

(Passed the 25th day of April, A. D., 1907)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. This Act may be cited as "The Technical Education Act."

DIRECTOR OF TECHNICAL EDUCATION.

2. (1) The Governor-in-Council may appoint a person to be Director of Technical Education, who shall be an officer of the Council of Public Instruction, and shall be paid such annual salary (and receive such allowances) as the Governor-in-Council determines.

(2) The Council of Public Instruction shall, upon the recommendation of the Director, provide the Director with such assistants as may be found necessary, and shall define their duties and fix the salaries they shall receive.

3. The duties of the Director of Technical Education shall be as follows:—

(a) to exercise general supervision over the conduct and management of all schools established or carried on under the provisions of this Act;

(b) to report to and advise the Council as to all matters relating to engineering, mining and industrial education;

(c) to promote the establishment and efficiency of local technical schools and other schools under his supervision;

(d) to report annually to the Legislature on the state of technical education in the province, and as to the condition and efficiency of the schools under his supervision, with detailed accounts of the expenditure of the moneys appropriated for the support of the same;

(e) such other duties as the Council of Public Instruction from time to time prescribes.

4. The Governor-in-Council on behalf of the province, may accept, take, hold and administer any gifts, bequests or devises of real or personal property of every kind which may be made for the furtherance of any of the objects of this Act.

TECHNICAL COLLEGE.

5. There shall be established at Halifax an institution for the purpose of affording facilities for scientific research and instruction and professional training in civil, mining, mechanical, chemical, metallurgical and electrical engineering or any other departments which may from time to time be added.

6. The institution shall be called the Nova Scotia Technical College.

7. The Governor-in-Council is hereby authorized to borrow a sum not exceeding $100,000, and to expend the same in securing a site, erecting a building and in providing adequate apparatus, plant, books, materials and appliances for the purposes of said institution.

8. The Council of Public Instruction may from time to time make such rules and regulations as it deems expedient for the efficient conduct of the said institution, and may amend or repeal the same.

9. The Director of Technical Education shall be the principal of the said institution.

10. The Council of Public Instruction shall, upon the recommendation of the principal, appoint such professors and instructors as the Council considers requisite for the purposes for which the institution is established.

11. (1) The members of the teaching staff of the institution having the rank of professors, and such representative of any university of the province or elsewhere as the Council may select, shall constitute a body corporate, under the name of the Nova Scotia Technical College.

(2) The said corporation shall have power to grant such degrees as it may determine, to prescribe the several qualifications therefor, the course of study to be pursued in the several departments, and in respect to all matters of discipline and all matters connected with the educational work of the institution shall have the conduct and control thereof.

(3) In the event of any part or parts of the course of study prescribed for the said institution for the first and second years being included in the educational work done in the universities recognized by the Council in this province or elsewhere, the Council of Public Instruction shall exclude such part or parts from the course of study of the said institution.

(4) The principal shall report from time to time the proceedings of the corporation to the Council of Public Instruction, and the Council may modify or reverse any action or ruling taken or made by the corporation.

12. The annual expenditure incurred in connection with the institution shall be defrayed out of the provincial treasury.

LOCAL TECHNICAL SCHOOLS.

13. The Governor-in-Council may from time to time establish, in such places as it may be deemed advisable, local technical schools to furnish industrial education of such character and extent as will most effectively meet the requirements of the population and industries of the locality.

14. No such local technical school shall be established until the necessity or desirability thereof, the amount of local aid to the furnished, the facilities which can be afforded and the advantages to be derived have been reported upon by the Director of Technical Education, and he has recommended the establishment of such school.

15. (1) The Council of Public Instruction may make such rules and regulations as they deem advisable for the support, conduct and management of the school.

(2) Subject to such regulations the Council may associate the Board of School Commissioners of the place in which the school is established, or a committee thereof, or any other person or persons with the Director in the management of any local technical school.

16. The Council of Public Instruction shall, upon the recommendation of the Director, appoint such instructors as may be required for the carrying on of such schools and shall fix their salaries.

17. Such sums as may be required in addition to the local aid provided, for the establishment and maintenance of the local technical schools shall be paid out of the provincial treasury.

17A. The Council of any City, Town or Municipality may grant such amount as is deemed expedient towards the support of a local Technical School, and may include such amount in the annual estimates, and such amount shall be rated and collected annually in the same manner and with the same remedies as other rates and taxes.

SCHOOLS FOR MINERS.

18. The schools of instruction for miners established under the provisions of chapter 22 of the Revised Statutes, 1900, "Of Schools of Instruction for Miners," are hereby continued and hereafter the establishment and maintenance of such schools shall be under the direction of the Council of Public Instruction.

19. Such schools shall be for the purpose of instructing persons who wish to prepare themselves to undergo examination by the board of examiners for the purpose of obtaining certificates of competency as underground managers or overmen or stationary engineers, under the provisions of "The Coal Mines' Regulation Act," and amendments thereto.

20. All such schools shall be under the supervision and control of the Director of Technical Education.

21. (1) The instructors in such schools shall be appointed by the Council of Public Instruction upon the recommendation of the Director.

(2) Such instructors shall be paid such salaries as the Council determines.

22. No teacher in any such school shall take from any intending candidate any fee for the instruction given by him; provided, however, that this provision shall not apply in the case of any person desiring instruction but not contemplating examination for a certificate.

23. No fee shall be charged by the board of examiners to candidates who have been prepared at any school established or continued under the authority of this Act.

24. All expenditure necessary for the establishment and maintenance of said schools, including buildings, rent, apparatus, instruments, instruction, fuel, light and incidental expenses shall be defrayed out of the provincial treasury on the certificate of the Director of Technical Education.

25. The Council of Public Instruction may from time to time make such regulations as are necessary or expedient for the conduct and management of said schools, and may amend or repeal the same.

26. Chapter 22 of the Revised Statutes, 1900, "Of Schools of Instruction for Miners," is repealed.

EDUCATION OF THE DEAF.

1. (1) The parent or guardian of any deaf or deaf mute person of sound mind, between the ages of six and eighteen years, who has, under the provisions of "The Poor Relief Act," a settlement in any municipality, city or town, may apply to the warden of such municipality, or to the mayor of such city or town, for an order for the admission of such person into the School for the Deaf at Halifax, which order the said warden or mayor shall at once grant under his hand and the corporate seal of the municipality, city or town, on being satisfied that such deaf or deaf mute person is between the ages above prescribed and of sound mind, and has a legal settlement in such municipality, city or town.

(2) Where such deaf or deaf mute person has no such settlement within the Province, the parents or guardians of such person residing for at least one year in any city, town or municipality may apply to the Warden of the Municipality, or to the Mayor of such city or town, for an order for the admission of such person into our Institution, which order the Warden or Mayor shall grant under his hand and the corporate seal of the municipality, city or town, on being satisfied that such deaf or deaf mute person is between the ages of above prescribed, and has no legal settlement within the Province.

2. Such order shall entitle the deaf or deaf mute person named therein to be received into the School for the Deaf at Halifax, subject to the rules and regulations of that institution and to the conditions in this Chapter prescribed, to be educated and boarded therein during the school term.

3. (1) Pupils under twelve years of age shall be entitled to remain ten years; those entering between the ages of twelve and fifteen years shall be entitled to remain eight years, and those between the ages of fifteen and eighteen years, six years.

(2) In the case of hopeless incapacity, serious misconduct, or other sufficient cause on the part of any pupil, the allotted term may be shortened at the discretion of the board of directors of the institution.

4. For every deaf or deaf mute person received into the School for the Deaf at Halifax, under an order from the warden of a municipality, or under an order from the mayor of an incorporated town which contributes to the municipal school fund, and educated and boarded therein, the board of directors of the institution shall be entitled to receive from the provincial treasury the sum of one hundred and fifty dollars per annum, payable half-yearly, and also to receive annually the sum of one hundred and fifty dollars payable yearly, from the municipal school fund of such municipality.

5. For every deaf or deaf mute person who is admitted into the School for the Deaf at Halifax, under an order from the mayor of a city or town, an allowance to the board of directors of the institution of one hundred and fifty dollars per annum shall be rated upon the inhabitants of such city or town, in case such city or town does not contribute to or draw from the municipal school fund, and in such case such sum shall be paid to the directors for each such deaf or deaf mute person sent to the institution. And there shall be paid to the directors from the provincial treasury for each such deaf or deaf mute person for which such city or town contributes such allowance, the sum of one hundred and fifty dollars, in the manner provided in the next preceding section.

6. The directors of the institution shall furnish semi-annually to the Council of Public Instruction full returns of the names, ages and residences of the pupils in respect to whom grants under this Chapter are claimed.

7. In the annual apportionment of the municipal school fund the Superintendent of Education shall include the amounts due the directors of the institution, and issue drafts therefor on the treasurers of the respective municipalities.

8. The Provincial Secretary shall be *ex officio* a member of the board of directors of the School for the Deaf at Halifax.

9. In the case of any person who has been admitted to the School for the Deaf at Halifax, or on whose behalf application for admission to such institution is made, who has no settlement within the province, the Provincial Secretary, if satisfied that such person is chargeable to the province, may pay or agree to pay to the board of directors of the institution the same sum as is allowed from the provincial treasury in the case of a person admitted under the provisions of this Chapter.

EDUCATION OF THE BLIND.

1. (1) The parent or guardian of any blind person between the ages of six and twenty-one years who has, under the provisions of "The Poor Relief Act," a settlement in any municipality, city or town, may apply to the warden of such municipality, or to the mayor of such city or town, for an order for the admission of such person into the Halifax School for the Blind, which order the said warden or mayor shall at once grant under his hand and the corporate seal of the municipality, city or town, on being satisfied that such blind person is between the ages above prescribed, and has a legal settlement in such municipality, city or town.

(2) Such order shall entitle the blind person named therein to be received into the Halifax School for the Blind, and, subject to the conditions in this Chapter prescribed, to be education and boarded therein during the school term.

(3) Where such blind person has no such settlement within the Province the parents or guardians of such person residing for at least one year in any city, town or municipality within the Province, may apply to the Warden of such Municipality or to the Mayor of such city or town, for an order for the admission

of such person into such school, which order the Warden or Mayor shall grant under his hand and the corporate seal of such municipality, city or town, on being satisfied that such blind person is between the ages above prescribed and has no legal settlement within the Province.

2. (1) Pupils entering the school between the ages of six and ten years shall be entitled to remain seven years in addition to the time in attendance under ten years of age; those entering between the ages of ten and thirteen years shall be entitled to remain seven years; those entering between the ages of thirteen and seventeen shall be entitled to remain five years; and those entering between the ages of seventeen and twenty-one years shall be entitled to remain three years.

(2) The Council of Public Instruction may, upon the recommendation of the board of managers, extend the time of the attendance of any pupil.

(3) In the case of hopeless incapacity, serious misconduct, or other sufficient cause on the part of any pupil, the prescribed term may be shortened at the discretion of the board of managers of the school.

3. For every blind person received into the Halifax School for the Blind under an order from the warden of a municipality, or under an order from the mayor of an incorporated town which contributes to the municipal school fund, and educated and boarded therein, the board of managers of such school shall be entitled to receive from the provincial treasury the sum of two hundred dollars per annum, payable half-yearly, and also to receive annually the sum of two hundred dollars payable yearly, from the municipal school fund of such municipality.

4. For every blind person who is admitted into the Halifax School for the Blind, under an order from the mayor of a city or town, an allowance to the board of managers of the school of two hundred dollars per annum shall be rated upon the inhabitants of the said city or town in case such city or town does not contribute to or draw from the municipal school fund, and in such case such sum shall be paid to the said board of managers for each such blind person sent to the school, and there shall be paid to the said board of managers from the provincial treasury for each such blind person for which such city or town contributes such allowance the sum of two hundred dollars, in the manner provided in the next preceding section.

5. The manager of the Halifax School for the Blind shall furnish semi-annually to the Council of Public Instruction full returns of the names, ages and residences of the pupils in respect to whom such payments are claimed.

6. In the annual apportionment of the municipal school fund the Superintendent of Education shall include the amounts due the managers of the Halifax School for the Blind, and issue drafts therefor on the treasurers of the respective municipalities.

7. The Council of Public Instruction, upon being satisfied that an applicant has a settlement within the province and has no means of paying the expense of his education ,may, upon the recommendation of the board of managers, make the provisions of this Chapter apply to any blind person over the age of twenty-one years of age. Such action of the Council of Public Instruction shall entitle the blind person to be received into the school on the same terms as if he were under the age of twenty-one years.

8. In the case of any person who has been admitted to the Halifax School for the Blind, or on whose behalf application for admission to such school has been made, who has no settlement within this province, the Provincial Secretary, if satisfied that such person is chargeable to the province.. may pay or agree to pay to the board of managers of the school the same sum as is paid from the provincial treasury in the case of a person admitted under the foregoing provisions of this Chapter.

9. The parent or guardian of any blind person between the ages of six and twenty-one years, who has not a settlement within this province, may nevertheless apply to the warden of any municipality or to the mayor of any city or town for an order for the admission of such person into the Halifax School for the Blind; and if such warden or mayor is satisfied that such parent or guardian has *bona fide* settled in such municipality, city or town with the intention of remaining, the warden or mayor may grant such order, which shall have the same force and effect as an order made under the provisions of this Chapter in respect to a person who has a settlement within this province.

10. The Provincial Secretary shall be *ex officio* a member of the board of managers of the Halifax School for the Blind.

COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION.

THE SUPERINTENDENT.

1. The Superintendent of Education, as secretary of the Council of Public Instruction, shall administer the statutes of Public Instruction in accordance with the regulations of the Council, reserving for its special action any extraordinary or doubtful case for which appropriate provision may not appear to have been made.

2. He shall issue a formal requisition to the provincial cashier for the payment of such portions of the money appropriated by the legislature for educational purposes, as may be required from time to time.

3. He shall have published as supplementary to his annual report, in the *Journal of Education* (which shall be a semi-annual bulletin of the Education Department), the amount of the provincial grant paid every half school year to each teacher employed in the public schools, the amount of the municipal school fund paid annually to each school board, the teachers licensed, the graduates of the Provincial Normal College and of the Provincial High Schools, the provincial examination questions and programs of study prescribed, the latest amendments of the school laws, and such other information as he may deem useful for the public schools.

DISTRICT BOARDS.

4. The maintenance of an efficient school in accordance with both the letter and the spirit of the law renders it necessary to retain sections of good size. Except in densely peopled settlements, a section should be not less than four miles in length. It is the duty of each district board to exert its influence and authority to preserve, wherever practicable, such a number of inhabitants in each section as will enable either graded schools or the closest possible approximation to them to be sustained in all the more densely settled portions of the country. No mere preference in favor of one section or another, on the part of parents, should be allowed to interfere with the preservation of the proper bounds of sections. Such bounds should always be determined upon as will enable the people of all the sections to educate their children in the most efficient and economical manner. This can be attained only by means of large school sections. In making any necessary change in the established boundary of any section, the utmost care must be exercised that such change does not take effect prior to the settlement of engagements entered into by the trustees under the authority of the annual meeting. As the law provides that alterations in boundaries shall not take effect until the beginning of the next ensuing school year, the Council recommends that they be made only at the regular annual meeting of commissioners. The sections affected should always be notified as early as possible of the decision of the board. The titles and locations of these districts are indicated under 22 following.

5. Any person or persons intending to apply to the district board for a change in the boundaries of any school section must hereafter post a written notice of such intention to the secretary of trustees, and in one or more public places within each section affected, at least ten days previous to the meeting of the commissioners; and the notice must specify distinctly the change or changes to be applied for. Otherwise the board need take no action if it has no other information to act upon.

6. All applications for changes in the boundaries of sections, and for the creation of new sections, must be accompanied by full information touching all the interests affected by such changes. This information is particularly required when it is proposed to create new sections, and it should include plans showing the relation of the new section to the section or sections from which it is to be detached, with distances carefully marked; also the number of ratepayers and children of school-going age, and the amount of assessable property, in both old and new sections.

7. As the law provides that no action taken by district boards towards the establishment of new sections or the union of two or more sections into a fewer number shall have force until ratified by the Council, it is hereby made the duty of the inspector of schools, in his capacity as clerk of the district board, to forward to the Superintendent, together with report of action of board, either in original or copy, all documents detailing the information on which such action in establishing new sections was based.

8. The board being authorized by law to name a committee of not less than three of its number to appoint trustees of schools as occasion may arise between the yearly meetings of the full board, the Council recommends that such a committee be named by each board. A careful record of all appointments made by the committee must be kept and reported to the board, to be entered in the minutes. The inspector shall be *ex officio* secretary to the committee.

9. The power committed to each district board of condemning school houses is an important one, and should with necessary prudence, be faithfully exercised. There cannot be any lasting educational progress unless suitable school accommodation for all the children is provided by each section, according to its ability. The law provides means by which an ample portion of the resources at the command of the inhabitants of each section may be devoted to so necessary and so noble a use; and it is for each board to insist that the plain and reasonable demands of the law be complied with. The Council recommends that every case calling for the exercise of this power be dealt with at the annual meeting of the commissioners, and that the trustees of the section be immediately notified of the declaration made and its consequences.

10. District boards should not put on the list of "poor sections" to receive the extra grants, any school section less than four miles in diameter, unless its geographical environment of sea, marsh, river or other physical barriers is such that it cannot be reasonably enlarged by the absorption of adjacent territory. The formation of small sections, especially in poor districts, should be discouraged in every manner possible; and where weak and small sections may have come into existence, steady pressure from year to year should be exercised upon them, until they have been united with or absorbed into other sections.

[A two mile radius from the school house as a center will sweep over an area of about 12½ square miles or about 8000 acres; and generally in every country in Europe as well as in America and thruout the British Empire, it is thought to impose no excessive hardship under normal conditions on the attendance of pupils of school age within its limits.

The normal size of a consolidated section dependent on the average ability of conveyance by horse drawn conveyances, has a radius of about four miles from the school house, and has an area of 50 square miles, or 32,000 acres.

Owing to the irregularity of the coast and of arable lands in the interior, full sized school sections cannot always be formed. Were it not for these conditions Nova Scotia has only enough land area (13,500,000 acres) for 1,687 standard school sections or 422 consolidated sections.

But the occupied land contains only 5,600,000 acres, which has area enough for only 700 standard school sections or 175 consolidated sections. In some Provinces the term *district* is used as the equivalent of the term *section* in Nova Scotia and Ontario.]

11. No school section, altho regularly placed on the list of "poor sections" shall be deemed qualified to participate in the extra allowance provided for "poor sections," unless the sectional assessment voted, levied and collected, shall be at least equal to the average rate of sectional assessment in the county.

12. Two adjacent school sections which cannot afford to employ a qualified teacher for the whole year, may arrange with the inspector of schools, to be associated together as a "double-section," the teacher to be employed in the school house of one section for one half of the year, and in the other school house for the other half of the year.

13. When an enlarged school section has one or more settlements considerably beyond two miles from the school house, the inspector may arrange with its trustees to recommend to the Council the granting of a portion of the Provincial Aid and Municipal Fund, which can be assumed to be saved by the enlargement of the section and the reduction of the number of schools, to subsidize the conveyance of pupils from such settlements to the school house, say for instance, in the morning, allowing them under ordinary conditions to return to their homes without conveyance.

14. Ordered:

(1) That in the case of consolidated school sections which receive the special Provincial Aid under Section 5(2) of the Education Act of 1918, the conveyance of pupils shall be from points more than 2¼ miles from the school house to a point which will afford such pupils the advantages as to distance enjoyed by those not more than two miles distant, and must be satisfactory to the inspector of schools.

(2) Under no circumstances shall it be deemed necessary to convey such pupils further than to and from a point within one and a half miles of the school, or the same distance towards the school in the morning or the same distance towards the pupils' homes in the evening, as can be most economically arranged.

(3) The trustees of the section will endeavor, as far as compatible with the regulations of the Council, to meet the reasonable desires of parents and pupils in the arrangements and equipment for the said conveyance, any point of difference to be referred to the inspector for decision.

(4) The trustees in making arrangements for conveyance, shall take the ordinary precautions to have as satisfactory service as possible, at the most economical rate of cost to the section. It is recommended when it may be found expedient, to grant allowances to parents or guardians for the conveyance of their children or their neighbor's children, in which cases the sectional school tax or any portion of it may be remitted to such persons by the trustees, as a part of such allowance agreed upon.

(5) Generally it may be found most convenient for trustees to call for tenders for conveyance along certain definite routes at definite times, with a definite equipment, under the oversight of responsible drivers or other persons, in order to ascertain the cost; but trustees should keep themselves free to make cheaper arrangements when possible, with equally satisfactory conveying—all arrangements for which are subject to the approval of the inspector.

(6) That the power conferred upon boards of school commissioners by Section 17 of the Education Act, with respect to ordinary school sections, be recommended to be applied to distant and isolated ratepayers in consolidated sections, due regard, however, being paid to the object for which consolidated sections have been established.

(7) Only resident pupils of the school section from 6 to 16 years of age are to be conveyed free, but other pupils may be carried on the payment of a reasonable fee which will not allow their conveyance to be at the cost of the school section, unless provision had been made for conveying such pupils at the annual meeting of the school section.

15. In forming a "border section" the district board shall determine the portion of the boundary within its own district only. The school shall be under the jurisdiction of the board of the district within which the school house is situated. See also 1918, c. 2, ss. 12 (f) and 44(p).

INSPECTORS.

16. In addition to the duties and obligations specified in the statutes and the other regulations, the inspector shall have general oversight, under the direction of the Superintendent, of all the public schools in his inspectorial division, including Mechanic Science schools, Domestic Science schools, Rural Science schools, Agricultural schools, Government Night schools, Technical schools, or any schools which may be in receipt of public money thru the Education Department; and it shall be his duty to report to the Superintendent as promptly as possible any evasion of the law or any development or condition of affairs affecting educational interests injuriously, which he cannot effectively adjust.

17. He shall at the end of the half year and at the close of the year, make reports to the Superintendent on the prescribed returns legally made by teachers and trustees of schools within his division in the form prepared by the Education Department, classifying each teacher and school correctly according to law; and he shall pay to the teachers their share of the provincial grant as directed by the Superintendent.

18. He shall report to the Superintendent by the first day of October, each year, the names of the schools opened with such other information as may be required, on the form called the "school directory." Schools opening later shall be reported on the form on the "monthly report" of his inspectorial visits, which monthly reports shall be made on the first of each month excepting August and September. On these "monthly reports" he shall also note cases of agreements between teachers and trustees for less than one year, to which he consented. He shall make a report on each section without school during the year, noting the number of children of school age, valuation of school section, number of families and ratepayers, etc.

19. In the inspection of schools he shall record his observations in the form indicated by the Inspector's Note Book provided for him by the Education Department, to which it shall be returned when required by the Superintendent. These notes suggest the more important subjects of inquiry and examination.

The following points should also be noted:

(1) Time should be taken to enable an intelligent judgment to be formed regarding the classification of the school, the methods of instruction pursued, the order and discipline maintained, and the general ability and faithfulness of the teacher. A class exercise or two conducted by the teacher, either at his own discretion or by request of the inspector will prove far from sufficient for the above purposes. The latter official should in all cases personally test the knowledge and progress of the pupils by appropriate questions and requirements, and he should himself illustrate, as opportunity may offer, the most approved methods of teaching the various branches. This work should be done in a kindly and sympathetic manner, *yet thoroly.* Both the teacher and his pupils should be led to regard the visit of the inspector as an occasion of real importance. This object will be furthered if great care is taken by the inspector to ascertain the *general* educational status of the school. It should be borne in mind that effective teaching approves itself by the results which it produces on the school as a whole. The teacher who is able to secure the advancement of but a few of his pupils is a virtual failure, and if satisfied with such a state of things he has but a low conception of his duty.

(2) It is believed that a satisfactory estimate of the character of the work done in the *smallest* school or department cannot be obtained in a less period than one hour and thirty minutes. For an ordinary school at least two hours will be required, and in many cases a full half-day will be found necessary. Many of our teachers are inexperienced. Some are lacking in skill; others in disciplinary powers; others, again, do not faithfully apply themselves to their duties. Now it is clear that a mere flying visit to schools in such hands is worse than useless. If no inspection is made, no opinion can be formed nor advice given; and the inexperienced, unskilled, feeble or idle teacher, receiving from the supervisory authority no suggestion or criticism, is simply confirmed in the habits which impair his usefulness.

(3) It might be shown that the dignity of the office of inspector of schools is as much at stake in this matter as is the welfare of the schools themselves. Persons accepting the office should understand that, while a thoro annual examination of all the schools, with a second examination of those specially requiring it, in accordance with these views, is within the reach of the inspector, its accomplishment will involve protracted and for months almost continuous absence from home.

(4) Should the inspector find anything faulty or defective in the teacher's methods of instruction or government or in the classification ad general management of the school, he is advised, with a view to the preservation of the teacher's influence and authority, to reserve

his suggestions and cautions for private conference with the teacher, so far as he conveniently can. It will also be his duty, should he find the statutes or the regulations of the Council disregarded in the organization and management of the school, or in respect to school accommodation and surroundings, or in any other respect, to call the attention of the trustees or teacher or both, as the case may require, thereto, so that what is amiss or defective may be remedied before it causes a forfeiture of public aid to the school.

20. It shall be the duty of each inspector to classify the school sections within his division into first, second and third class sections, which in order to enjoy the full regular grants of public money, should employ respectively teachers having at least the corresponding classes of license. Such classification may be revised annually, any change being intimated to the secretary of the school board affected before the date of the regular annual meeting of the section. Any section shall be free to employ a teacher of higher class than its ranking, but not free to employ a teacher of lower class than its ranking except on the express authorization of the inspector when approved by the Superintendent, for sufficient reasons, such as the lack of teachers of the class required.

21. He shall require teachers as early as possible after the opening of school each year to discover and report the name and address of any one in the school section who has the care of a child whose *sight* or *hearing* or *other peculiarity* does not permit him or her to be taught effectively in the public school; and he shall initial and transmit to the Superintendent any such address and information as promptly as possible, to be further transmitted to the Halifax School for the Blind, or the Halifax School for the Deaf, or other Institution, as the case may require.

22. Inspectorial Training Institute:

(1) The Education Department is authorized to organize under the principalship of each Inspector an elementary training course during the four weeks beginning about the 25th of July, to be held at any convenient center selected by him in his Division,

for untrained teachers and students of High School scholarship desiring to teach within the Division.

(2) The Inspector shall have special charge of the subject of School Law and Forms, and his two (or more) associates appointed by the Education Department shall be scholarly and competent teachers of the Theory and Practise of Teaching, School Management, and shall present a careful outline of teaching the three R's and the other subjects of the common school course.

(3) The course will include daily lectures, study of prescribed texts and teaching practise for at least four hours a day and at least five days each week practical tests during the course to be concluded by an examination written, as well as oral.

(4) The successful completion of the course may be recognized by the award of a general M. P. Q. Certificate of the Third Rank, and no Temporary or Permissive License need be recommended by the Inspector to any one within the range of attendance of the Institute who had not attended the course.

(5) A *low* high school pass may be raised to a *high* pass on a subject in course and a *low* third rank M. P. Q. mark to a *pass* mark, if the Inspector presiding can prove it to be merited; and evidence for higher M. P. Q. promotion may be similarly considered.

(6) The time of Instructors employed, attendance of pupils for teaching practise, on the recommendation of the Inspectors can be credited when deemed fair to the regular school affected; and Inspectors are authorized to use all school buildings and apparatus for the service.

(7) The Common School Register shall be used to record attendance; and the common school texts, and general equipment of common schools, must be specially kept in view by the Instructors.

(8) All untrained inexperienced teachers shall be required to attend unless satisfactory evidence be furnished the Inspector that attendance was impossible.

(9) The teacher who has already completed one term of attendance, followed by successful teaching, may be considered for further promotion after attending a second term.

(10) The appointment of instructors should be made by the first week in June; and candidates expecting to attend should notify their respective Inspectors by the first week in July—earlier when possible.

(11) Inspectors shall select the location of their Institute, submit their estimates of the cost of each, and nominate their associate instructors, by the first week of June, to the Superintendent of Education who is authorized to provide for emergencies falling within the general scope of these regulations.

(12) Instructors may be paid at the rate of twenty-five dollars for each week at the close of the course. All accounts must be accom-

panied by vouchers, and sent to the Superintendent of Education, Halifax.

(13) As soon as possible after the close of the course the Inspector shall send the Superintendent of Education a general report on the work of the Institute, with a classified list of the students in attendance, his recommendations for their professional standing, and any bills for necessary contingent expenses with vouchers.

23. The title and general location of the inspectorial divisions of the Province, and of the districts referred to in these regulations preceding, are as follows:—

Inspectorial Divisions.	*Counties.*	*Commissioners Districts.*	*Municipalities.*
No. 1	Halifax	Halifax, East	Halifax County.
No. 1	Halifax	Halifax, Rural	
No. 1	Halifax	Halifax, West	
No. 1	Halifax	Halifax City	Halifax City.
No. 2	Lunenburg	Lunenburg	Lunenburg.
No. 2	Lunenburg	Chester	Chester.
No. 2	Queens	Queens, South	Queens County.
No. 2	Queens	Queens North	
No. 3	Shelburne	Shelburne	Shelburne.
No. 3	Shelburne	Barrington	Barrington.
No. 3	Yarmouth	Yarmouth	Yarmouth.
No. 3	Yarmouth	Argyle	Argyle.
No. 4	Digby	Digby	Digby.
No. 4	Digby	Clare	Clare.
No. 4	Annapolis	Annapolis, East	Annapolis County.
No. 4	Annapolis	Annapolis, West	
No. 5	Kings	Kings	Kings County.
No. 5	Hants	Hants, West	Hants, West.
No. 6	Antigonish	Antigonish	Antigonish County.
No. 6	Guysboro	Guysboro	Guysboro.
No. 6	Guysboro	St. Mary	St. Mary.
No. 7	Richmond	Richmond	Richmond County.
No. 7	Inverness	Inverness ,South	Inverness County.
No. 8	Inverness	Inverness, North	
No. 8	Victoria	Victoria	Victoria County.
No. 9	Pictou	Pictou, East	Pictou County.
No. 9	Pictou	Pictou, West	
No. 10	Cumberland	Cumberland	Cumberland County.
No. 10	Cumberland	Parrsboro	
No. 11	Cape Breton	Cape Breton	Cape Breton County.
No. 12	Colchester	Colchester, North	Colchester County.
No. 12	Colchester	Colchester, West	
No. 12	Colchester	Colchester, South	
No. 12	Hants	Hants, East	Hants, East.

TRUSTEES OR SCHOOL BOARDS.

24. In cases where sections fail to determine, in annual meeting, which member of the board of trustees shall retire from office, or to fill the annual vacancy in the trusteeship, it shall be the duty of the inspector to determine which trustee shall retire; and the district board shall fill such vacancy in the manner directed by law.

25. The board of trustees should, at its first meeting after the annual school meeting, fix the time and place for its *regular* meetings during the school year, if the requirements of the section render such meetings desirable. When this is done, no other notice of any regular meeting will be required to be given to the trustees. Whenever a special meeting is necessary, each member must be duly notified of the same. A majority of the board of trustees is competent to transact business *only when notice of the meeting shall have been duly sent to each member.* The minutes of all meetings, with the names of those present, should be carefully recorded.

26. The sectional rate roll shall be made out posted by the trustees on or before the last day of September, and shall be collected as promptly as possible so as to provide for the quarterly payment of salaries and other accounts due.

27. A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress; that there is life in the school, both intellectual and moral—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by *the teacher*.

28. *Whereas*, It has been represented to the Council that trustees of public schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; *And whereas*, Such proceeding is contrary to the principles of the school law, the following regulation is made for the direction of trustees, the better to ensure the carrying out of the spirit of the law in this behalf;

It is ordered, That in case where the parents or guardians of children in actual attendance on any public school or department signify in writing to the trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

29. (1) School trustees have power to rent temporary school rooms when there is not sufficient accommodation in the public school rooms; but they cannot use for public schools, rooms which are not, for the time, completely under their control for school purposes, so that they can be held responsible for the character of the accommodation which must be in accordance with law.

(2) School trustees shall not discard a public school room capable of satisfactory repair for any other room; except temporarily while repairs are being made, or for the general or special improvement of the public school system of the section, such as the better grading of the pupils, but not to further other interests at the expense of the public schools.

(3) Any arrangement of school rooms which may (1) prevent the exercise of supervision by the principal teacher of the school section; or (2) prevent the efficient grading of the departments in charge of such teacher, is not compatible with the spirit of the school law. If either of these irregularities exists, and continues after notification by the inspector, the schools cannot participate in the public grants.

(4) It is legal for pupils in a section with only a few departments, which cannot have, therefore, more than one series of grades, to meet for devotional exercises in another room than the one in which they are registered for the work of the grade, the arrangements for exchange to be co-ordinated by the principal so that there may be no confusion or unnecessary loss of time. Separate devotional exercises may thus be held simultaneously to suit the desires of different pupils who during the rest of the day will be in their regularly graded class-rooms.

30. (1) In every section in which more than one teacher is employed, it shall be the duty of the school board to appoint one as principal of all the schools of the section, who shall be the supervising and advisory officer of the board with reference to the general management of the schools, and shall be responsible, together with the board and its secretary, for the harmonious co-ordination of the work of each school department in accordance with law, and for the accurate summation of the statistics of each teacher's return in the general return required to be made by the section.

(2) When there is more than one school building in the section, the principal teacher in each shall be the head master or mistress of the schools in the building, but subordinate to the general supervising principal of the schools of the section referred to in the preceding paragraph.

(3) The principal of the schools of the section and the principal teacher or head master in each school

building must hold at least a *first* class license (class B); except in the case of the principal of the schools of a section with no more than two teachers, and in the case of a head master or principal teacher in a school building with not more than three teachers, when a *second* class license (class C) shall be legal if recommended by the inspector as justified by the emergency.

(4) In an emergency and on the special recommendation of the inspector, and approval of the Superintendent, a university graduate in Arts or Science, who holds a teacher's license of a class lower than First, (class B) may be provisionally employed as a principal of any school for a period not exceeding one year, after which he will cease to be eligible for any such position without an advance in class of license, until he is regularly qualified.

(5) When the schools are so numerous as to require the whole time of the principal of the schools of the section in supervisory work without the regular teaching of a class, he may be known as the supervisor of the schools of the section.

THE SECRETARY.

31. The following shall be the proper form of bond for secretary of trustees:

Province of Nova Scotia.

Know all Men by these Presents, that we, (*name of secretary*) as principal, and (*names of sureties*) as sureties, are held and firmly bound unto our Sovereign Lord **George V.,** by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, etc., in the sum of.......dollars of lawful money of Canada, to be paid to our said Lord the King, his heirs and successors, for the true payment whereof we bind ourselves, and each of us, by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us firmly by these presents. Sealed with our seals and dated this.........day of........in the year of our Lord, one thousand nine hundred and..........

Whereas, The said..........has been duly appointed to be secretary to the board of trustees for..........school section No....... in the district of..........

Now the condition of this obligation is such, that if the said (*name of secretary*) do and shall, from time to time, and at all times hereafter, during his continuance in the said office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said office by virtue of any law of this province, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or in respect of the said office; and if on ceasing to hold the said office, he shall forthwith, on demand hand over to the trustees of the said school section, or to his successor in office, on the order of the trustees, all books, papers, moneys, accounts and other property in his possession by virtue of his office of secretary—then said obligation to be void—otherwise to be and continue in full force and virtue.

Name of Secretary. (*Seal*).
Names of Sureties. (*Seals*).

Signed, sealed and delivered
in the presence of
Name of Witness.

32. The secretary of the school trustees shall notify the Inspector in writing as soon as any teacher is engaged, stating the NAME and CLASS of license of the teacher, and the salary promised.

SCHOOL SANITATION.

33. (1) The Board of Trustees in every school section shall be responsibile for the provision and maintenance of all essentials to proper sanitation. They shall have the schoolroom floor, desks and dusty walls, thoroly washed once, at least, during every quarter of the school year. They shall also have the schoolroom cleanly swept every day and treated so that no dust may lie on desks or float in the air to be inhaled by the pupils. They shall also have the outbuildings well cleaned and disinfected (lime is a cheap and good disinfectant) once, at least, during every quarter of the school year, and shall from time to time, provide a sufficient supply of dry earth or lime for absorbent purposes. It shall be the duty of every teacher to render to the trustees every possible assistance, in making the above provisions effective and sufficient for the proper cleanliness and sanitary condition of the school and premises. The use of a suitable preparation to limit the spread of dust is required to be sprayed or otherwise applied to the floors often enough to secure the desired results.

(2) Every teacher shall notify the inspector promptly of any failure to comply with the provisions of this Regulation and every section so failing shall be liable to forfeit its share of municipal fund for such time.

(3) Teachers refusing or neglecting to render the trustees reasonable assistance in carrying out the provisions of (1) or who neglect to notify the inspector as in (2) shall be liable to forfeit their provincial aid for the time.

(4) In urgent and exceptional cases, the teacher or trustees should call upon the local board of health, which body shall at once proceed to remedy the unsanitary conditions complained of as provided for in the Public Health Act. The cost of such services shall be a charge upon the school section in and for which the said services were performed.

(5) Trustees and teachers are required to give to Medical Health Officers, or to other authorized representatives of the Department of the Public Health, all necessary assistance in securing and maintaining suitable sanitary conditions and in carrying on the medical inspection of school children.

TEACHERS.

34. (1) Every teacher, assistant or substitute *as soon as engaged* to teach in any school ,shall mail, or otherwise directly send a written notice to the inspector of the division intimating the *engagement*, the *class* of license held, its *year* and *number*, the *address* of the secretary, and the *name* of the school section where last engaged. This shall be followed by a notice of the opening of school mailed not later than the day following the said opening day of the teacher's service. The salary must also be *specified*, for if it should be under the legal *minimum* the school cannot be recognized as a public school.

(2) If any school should be closed temporarily on an authorized teaching day, it shall be reported promptly by mail to the inspector, in advance whenever possible, with the reason. Should this be neglected, the loss of the day cannot be made up by teaching on the substitute days otherwise allowed by regulation.

(3) These intimations shall be kept on file in the inspector's office, to regulate his movements and his efforts in providing teachers for vacant schools; and any delay on the part of teachers in giving these notices shall render them liable to the loss of Provincial Aid until the date of proper notification.

35. A teacher intending to compete (1) for superior classification as an Academic, class "A", or a rural science teacher, or (2) for a school library grant, or (3) for an inspector's certificate for promotion, or (4) for any other special consideration provided for in the school laws, shall give due information thereof to the inspector in writing as early as possible, but not later than the last day of September.

36. The attention of teachers and trustees is specially called to the necessity of complying with the provisions of the law in relation to the disposal of the municipal fund. It would appear from report that in some cases teachers have, in their agreements with trustee in respect to salary *assumed all risk as to the amount to be received from the municipal fund.* Such proceeding is contrary to the provisions of the law, and directly subversive of a most important principal of the school system, since the precuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards consequent upon a large and regular attendance of pupils at school are diverted from the people to the teacher. These results clearly tend to prevent the growth and development of sentiments of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the province.

37. All contracts and agreements between trustees and teachers must be in writing. The rate of pay to be received by the teacher from the trustees must be a fixed and definite sum or stipend not less than the minimum fixed by law, and must be distinctly named in the agreement. The amount which the trustees may become entitled to receive from the fund raised by municipal assessment being necessarily uncertain and unknown at the date of such agreement, it shall not be lawful for the teacher to receive such unknown and uncertain sum as a portion, or the whole, of his or her remuneration from the trustees.

FORM OF AGREEMENT.

Form of Agreement(

38. Memorandum of Agreement made and entered into the..... day of............, A. D., 192.., between (*name of teacher*) a duly licensed teacher of the......class, of the one part, and (*Names of trustees*) trustees of School Section No......, in the district of...... of the second part.

The said (*name of teacher*) on his (or her) part, in consideration of the below mentioned agreement by the parties of the second part, hereby covenants and agrees with the said (*names of trustees*), trustees as aforesaid, and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said trustees and their successors in office, during the school year ending July next.

And the said trustees and their successors in office on their part covenant and agree with the said (*name of teacher*), teacher as aforesaid, to pay the said (*name of teacher*) out of the school funds under their control, at the rate of............dollars for the school year in equal instalments semi-annually.*

And it is further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the school law and the regulations made under its authority by the Council of Public Instruction.

In witness whereof, the parties to these presents have hereto subscribed their names on the day and year first above written.

Witness. *Name of teacher.*
Name of witness. *Name of trustees.*

*Or quarterly.

39. As each inspector at the inspection of every school must examine the agreement between the trustees and teacher, or a true copy thereof, in order to report to the Superintendent of Education, each teacher should at such time submit the required document for examination.

40. The grant payable to the teacher from the provincial treasury shall be independent of, and in addition to, the sum or rate specified in the agreement with the trustees; and shall be paid by the Superintendent of Education thru the inspector of schools semi-annually, after the end of the first half of the school year and after the close of the school year respectively.

41. The law makes provision for the employment of assistant teachers. These, of course, will not expect so much remuneration as teachers upon whom is devolved the management of schools in departments. Trustees are empowered to employ any qualified person as an assistant, but those only who hold licenses received after due examination on the prescribed syllabus, and who teach at least four hours daily ina class-room separate from the teacher's school-room, can receive provincial aid from the superintendent, provided, however, each makes the regular affidavit required of teachers. It may frequently occur that some advanced pupil in the section would render valuable aid in the capacity of an assistant during a portion of the day, and trustees are empowered by law to employ such if they desire, even though he or she may not have a license. Such assistant, however, cannot receive provincial aid.

42. *Academic and Class A Teachers.*

(1) An Academic teacher, if also principal of all the schools in the section, in at least a three-department school whose status of accommodation and equipment is that prescribed for superior schools,

provided there is an average attendance of at least fifteen high school pupils in the highest department, and provided he fulfills all the duties of his principalship satisfactorily in the estimation of the inspector, shall be ranked as entitled to the Provincial Aid rate of $245 as provided in Chapter 68 Section 3, of the statutes of 1920.

(2) An Academic teacher, principal of a school of at least two departments who has an average attendance of at least ten high school pupils; or who in a high school department, has an average attendance of at least twenty high school pupils not counted to qualify any other teacher, provided the school is of the status prescribed for superior schools; or who is principal of any school with the status and equipment prescribed for superior schools; and the duties of the teacher have been satisfactorily performed in the estimation of the inspector; shall be ranked as entitled to the Provincial Aid rate of $210 as provided in the statute aforesaid.

(3) A class A or an Academic teacher employed in any school of the status of accommodation and equipment prescribed for superior schools, provided his duties have been satisfactorily performed in the estimation of the inspector, shall be ranked as entitled to the Provincial Aid rate of $175 as provided in the statute aforesaid.

(4) An Academic or a class A teacher who fails to win the rank competed for may be awarded a lower rank by the inspector.

44. *Collegiate Teachers.* When the members of the teaching staff of any high school teach the pupils of the various grades only their own special subjects, the principal should arrange that each teacher shall be specially responsibly for the full and accurate keeping of the school register for the pupils of one grade or class, co-operating with his colleagues in recording their attendance under the other teachers, and at the end of the half year and year shall make out complete returns for his special grade or class as required of all other teachers. The returns of these teachers when accurately summed up by the principal in the prescribed return for all the schools of the section, will then give the exact summation of all the items for the whole section.

45. The "Class A" teachers' licenses awarded on the scholarship basis of the "gradeA" provincial high school syllabus prior to 1908, shall be known as "Academic" licenses of the same status as those to be awarded on the "University graduate examination syllabus, entitling holders in qualified positions to the Academic, assistant or lower Provincial Aid grants as indicated in Section 61 of the Education Act and the Regulations of the Council from time to time. The class A licenses subsequent to 1908 may be quoted as a "superior *first* class." The Academic license is necessary to qualify for the Academic grants in County Academies.

SCHOOL MEETINGS.

46. The following outlines indicate a convenient order of the business to be transacted by the annual school meeting:

ORDER OF BUSINESS.

(1) To elect a chairman and secretary of the meeting.

(2) To hear the minutes of the previous annual meeting read.

(3) To receive the report of the auditors of the accounts of the school board.

(4) To receive the report of the school board on the work of the board during the year, with the requirements and estimates for the ensuing year. (This report should contain a detailed inventory of all the property of the schools, including maps, apparatus

of all kinds, library books, etc., and should be filed for permanent record with the secretary, or copied into secretary's record book at the end of each school year's transactions).

(5) To elect a new trustee or trustees.

(6) To determine the amount to be raised by assessment on the section during the ensuing school year. For certain purposes such as buildings and repairs, the meeting may determine the amount to be paid for a series of years, for which money may be borrowed under the conditions determined by the Act; but for the purpose of the annual statistics required to be entered into the school registers and into the annual returns under oath, only the amount of any such vote or instalment of debt as is to be levied on the school section during the school year is to be reckoned as the amount of the vote for the year).

(5) To take a vote on the adoption of the "Compulsory Attendance" law if it has not already been once adopted.

(8) To consider any subject deemed of importance to the educational interests of the school section.

(9) To adjourn the meeting to another date if all the business of the annual meeting has not been completed.

47. The statute requires the trustees to forward a copy of the minutes of the annual meeting to the inspector within one week after the meeting. The inspector will report to the education office in the annual school directory the amount of the money voted.

48. The school meeting should be careful, in voting its estimates, to authorize a sum amply sufficient to enable the trustees to meet the liabilities of the school year. Any balance remaining in the hands of the trustees is, of course, to be carried to the credit of the next school year, while any deficit arising from an authorized expenditure may be carried forward and provided for in the estimate of the following year.

49. As a general rule it is recommended that the money voted at the annual meeting shall be levied and collected within the first half of the school year, so as to enable the trustees to pay the semi-annual instalment of the teachers' salaries promptly. The municipal fund will come in with any balance from the sectional assessment to pay the last instalment of the teacher's salaries for the year.

50. In some fishing districts it may be found desirable to take advantage of that provision of the law under which the Council may fix for a given section an earlier date for its annual school meeting than the last Monday of June. If any such cases exist, it is very desirable that these early annual meetings be held on the same day. The first Monday in March is fixed as likely to be the most generally convenient date. Sections feeling the necessity of an early date for the annual school meeting should thru their trustees, make an application to the Council thru their inspectors *before the end of January*, so that the inspectors may be able to transmit all such applications, with recommendations or comments thereon, to the Council, by the 1st day of February, in order that due notice can be given in time for the holding of the meetings on the first Monday of March.

51. The school sections whose annual meeting at date have been fixed by the Council for the first Monday in March are specified in the following list:

Inspectorial Division, No. 1.

HALIFAX, WEST.

No. 1....Hubbard's Cove.
No. 6....Head Harbour.
No. 9....Glen Margaret.
No. 11....Indian Harbor.
No. 13....West Dover.
No. 25....Sambro.
No. 28....Ketch Harbor.
No. 80....West Jeddore.
No. 81....Head Jeddore.

HALIFAX, EAST.

No. 1....Oyster Pd., Jeddore.
No. 2....Lr. East Jeddore.
No. 3....Upper Lakeville.
No. 4....Lower Lakeville.

No. 29....Portuguese.
No. 67....Seaforth.
No. 68....West Chezzetcook.
No. 69....Grand Desert.
No. 70....Head Chezzetcook.
No. 71....Hope Ridge.
No. 72....Lr. E. Chezzetcook.
No. 73....West Petpeswick.
No. 75....Bayer's.
No. 76....East Petpeswick.
No. 77....Steven's.
No. 78....Bowser's.
No. 79....Pleasant Point.

No. 5....Clam Harbor.
No. 6....Owl's Head.
No. 7....South Ship Harbor.
No. 9....Newcombe's Brook.
No. 11....Murphy's Cove.
No. 12....Pleasant Harbor.
No. 13....Tangier.
No. 16....Gerrard's Island.
No. 17....Spry Harbor.
No. 18....Spry Bay (Henley).
No. 19....Spry Bay (Leslie).
No. 29....Beaver Harbor.
No. 30....Port Dufferin.
No. 32....Quoddy.
No. 33....Harrigan Cove.

Inspectorial Division, No. 2.

LUNENBURG AND NEW DUBLIN.

No. 3....2nd Peninsula, Upp.
No. 3½...Upper Centre.
No. 4....Garden Lots.
No. 5....Blue Rocks.
No. 6....Black Rocks.
No. 7....Heckman's Island.
No. 8....1st South.
No. 9....Middle South.
No. 10....Feltzen South.
No. 11....Upper Rose Bay.
No. 12....Lower Rose Bay.
No. 13....Upper Kingsburg.
No. 14....Lower Kingsburg.
No. 15....Ritcey's Cove.
No. 16....Lower LaHave.
No. 17....Park's Creek.
No. 18....Middle LaHave.
No. 19....St. Matthew's.
No. 20....Summerside.
No. 21....Snyder's.
No. 22....North West.
No. 23....Fauxbourg.
No. 25....Mader's Cove.
No. 26....Mahone Bay.
No. 27....Oakland.
No. 28....Indian Point.
No. 29....Martin's River.
No. 57....2nd Peninsula, Lr.
No. 58....Tancook.
No. 60....Clearland.
No. 61....Eastern Point.
No. 62....Big Lots.
No. 65....Conquerall Bank.
No. 66....Pleasantville.
No. 67....Fralig's.
No. 68....Pentz's.
No. 69....Getson's.
No. 70....West Dublin.
No. 72....New Cumberland.
No. 73....Mount Pleasant.
No. 74....Petite Riviere.
No. 75....Broad Cove.
No. 76....Cherry Hill.
No. 77....Vogler's Cove, W.
No. 78....Crousetown
No.100....East Dublin.
No.101....Herman's Island.
No.103....Corkum's Island.
No.105....Vogler's Cove, E.

CHESTER.

No. 2....East Chester.
No. 3....Marriott's Cove.
No. 15....Gold River, N.
No. 15½...Gold River, S.
No. 16....Martin's Point.
No. 17....Indian Point.
No. 18....Blandford.
No. 19....Bayswater.
No. 20....Fox Point.
No. 23....North West Cove.
No. 24....Mill Cove.
No. 28....Pine Plain.
No. 29....Deep Cove.

SOUTH QUEENS.

No. 1....St. Catherine River.
No. 2....Port Joli.
No. 3....Cent'l Port Mouton.
No. 4....Port Mouton, N.
No. 5....Hunt's Point.
No. 6....Western Head.
No. 7....Moose Harbor.
No. 11....Beach Meadows.
No. 12....Eagle Head.
No. 13....West Berlin.
No. 15....East Port Medway.
No. 18....Gull Island.
No. 19....White Point.

Inspectorial Division, No. 3.

SHELBURNE.

No. 3....East Sable.
No. 5....West Sable.
No. 6....Louis Head.
No. 7....Little Harbor.
No. 8....Matthew's Point.
No. 9....Rockland.
No. 11....Osborne.
No. 15....East Green Harbor.
No. 16....West Green Harbor.
No. 19....Upper West Jordan.
No. 20....West Jordan Ferry.
No. 22....Lower Sand Point.
No. 25....Sand Point.
No. 30....Port Saxon.

ARGYLE.

No. 1....Lower East Pubnico.
No. 2....Mid. East Pubnico.
No. 3....East Pubnico.
No. 5....Up. West Pubnico.
No. 6....Middle W. Pubnico.
No. 7....Lr. W. Pubnico.
No. 8....Argyle Sound
No. 11....Central Argyle.
No. 14....West Glenwood.
No. 15....Lower Eel Brook.

No. 32....Black Point.
No. 33....Roseway.
No. 35....Churchover.
No. 36....Birchtown.
No. 37....McNutt's Island.

BARRINGTON.

No. 3....Port Clyde.
No. 4....Cape Negro.
No. 6....Cape Negro Island.
No. 16....Bear Point.
No. 17....Shag Harbor.
No. 19....Upp. Wood's Harbor.
No. 20....Forbes Point.
No. 21....Charlesville.

No. 16....Eel Brook.
No. 17....Abram's River.
No. 18....Morris Island.
No. 19....Surrette's Island.
No. 20....Sluice Point.
No. 21....Amirault's Hill.
No. 22....Hubbard's Point.
No. 25....North Belleville.
No. 27....South Belleville.
No. 28....Bell Neck.
No. 30....West Quinan.
No. 31....East Quinan.

Inspectorial Division, No. 4.

DIGBY.

No. 14....Port Gilbert.
No. 41....East Ferry.
No. 42....Tiverton.
No. 43....Central Grove.

CLARE.

No. 31....Cape St. Mary.

ANNAPOLIS, WEST.

No. 3....Parker's Cove.

Inspectorial Division, No. 6.

ANTIGONISH.

No. 32....Harbor au Bouchie.
No. 33....E. Harbor au Bouchie.
No. 70....Auld's Cove.
No. 76....Frankville.
No. 77....Cape Jack.

GUYSBORO.

No. 2....Riverside.
No. 10....Roachvale.
No. 13....New Harbor, Upper.
No. 14....Sandy Cove.
No. 15....Halfway Cove.
No. 16....Queensport.
No. 17....Half Island Cove.

No. 47....Seal Harbor.
No. 51....Coddle's Harbor.
No. 53....Dover.
No. 55....Yankee Cove.
No. 58....Port Felix, E.
No. 59....Port Felix, W.
No. 60....Cole Harbor.
No. 61....Charlo's Cove.
No. 62....Larry's River, W.
No. 63....Larry's River, E.
No. 64....Gammon Point.
No. 65....Fisherman's Harbor.

ST. MARY'S.

No. 15....Ecum Secum.
No. 16....Marie Joseph.

No. 18....Black Point.
No. 21....Up. White Head.
No. 22....Lr. White Head.
No. 25....Middle Melford.
No. 26....Sand Point.
No. 31....Port Shoreham.
No. 32....St. Francis Harbor.
No. 39....Steep Creek.
No. 40....Oyster Ponds.
No. 44....Lower New Harbor.
No. 17....Liscomb Mills.
No. 18....Middle Liscomb.
No. 19....Lower Liscomb.
No. 20....Wine Harbor.
No. 21....Port Hilford.
No. 23....Sonora.
No. 27....Port Bickerton.
No. 28....Chegoggin.
No. 29....West Liscomb.
No. 30....Spanish Ship Bay.

Inspectorial Division, No. 7.

RICHMOND.

No. 1....Acaciaville.
No. 2....Port Royal.
No. 3....Janvrin's Island.
No. 9....Poirierville.
No. 10....Cape La Ronde.
No. 11....Rocky Bay.
No. 12....Pondville.
No. 13....Petit de Grat.
No. 14....Petit de Grat, South.
No. 15....Orange.
No. 16....Cape Auguet.
No. 18....Grand Digue.
No. 19....Louisdale.
No. 20....Whiteside.
No. 21....Walkerville.
No. 22....Richmond Mines.
No. 23....Port Richmond.
No. 24....Port Malcolm.
No. 25....Sunnyside.
No. 27....Hureauville.
No. 32....Seaview.
No. 38....Cape George.
No. 39....Lakeside.
No. 41....River Bourgeois.
No. 42....Cannes.
No. 43....Lynch's River.
No. 44....Salmon River.
No. 45....Soldier's Cove.
No. 46....Macnab.
No. 47....Hay Cove.
No. 48....Red Islands.
No. 4....Arichat.
No. 5....Poulamond.
No. 6....Martinique.
No. 7....Lochside.
No. 8....D'Escousse.
No. 50....Peter's Mountain.
No. 52....West Loch Lomond.
No. 53....Aberdeen.
No. 55....Stirling.
No. 56....Cape Breton.
No. 57....Fourche.
No. 58....Framboise.
No. 59....Intervale.
No. 60....St. Esprit.
No. 61....Archeveque.
No. 62....Grand River.
No. 63....Grand Falls.
No. 64....Lewis Cove Road.
No. 65....Point Micheau.
No. 66....L'Ardoise Highlands.
No. 67....Brymer.
No. 68....L'Ardoise.
No. 69....West L'Ardoise.
No. 70....Rockdale.
No. 71....Grand Greve.

SOUTH INVERNESS.

No. 3....Troy.
No. 6....Albion.
No. 16....Dunmore.
No. 61....Rhodena.

Inspectorial Division, No. 8.

NORTH INVERNESS.

No. 1....Pleasant Bay.
No. 9....Plateau.
No. 10....LeFort.
No. 11....LeBlanc.
No. 12....Ruisseau-du-lac.

VICTORIA.

No. 18....Upper Washabuck.
No. 21....Gillis Point.
No. 25....Estmere.
No. 32....Indian Brook.
No. 37....South Ingonish.
No. 38....Clyburn Brook.
No. 39....West Ingonish.
No. 41....Neil's Harbor.
No. 42....North Harbor.
No. 43....Middle Ridge.
No. 44....Big Intervale.
No. 47....Sugar Loaf.
No. 49....Tarbot.

Inspectorial Division, No. 11.

CAPE BRETON.
No. 20....South Head.
No. 22....Milton.
No. 23....Round Island.
No. 25....Horn's Road.
No. 30....Caribou Marsh.
No. 32....Marion Bridge.
No. 39....Edwardsville.
No. 42....Ball's Creek.
No. 65....Catalone.
No. 66....Bateston.
No. 67....Clark's Road.
No. 68....Mainadieu.
No. 70....Baleine.
No. 71....Little Lorraine.
No. 72....Big Lorraine.
No. 74....West Louisburg.
No. 77....Trout Brook.
No. 78....Big Ridge.
No. 79....French Road.
No. 80....Ocean View.
No. 81....Gabarus Bay.
No. 82....Gabarus.
No. 83....Gull Cove.
No. 84....Gabarus Lake.
No. 85....Belfry.
No. 86....Canoe Lake.
No. 87....Upper Grand Mira.
No. 88....Grand Mira.
No. 89....Victoria Bridge.
No. 90....Grand Mira, N.
No. 91....Caledonia.
No. 97....Big Pond.
No. 98....Irish Vale.

SCHOOL ACCOMMODATION.

52. The school house with its grounds is a very true index of the general public spirit and intelligence of the school section. Being the common center of habitation for a large portion of the day of that part of every family naturally drawing forth the deepest emotions of affection and interest, the character of the school house and its environment must substantially reflect the sentiment of the community. Here we should expect to see the accumulation of efforts constantly made from year to year, embellishing grounds at first selected for their convenience, salubrity and beauty of position, and adding to the useful apparatus and general equipment of the school room, originally constructed with a view to healthy physical, intellectual and moral development. The people should have reason to be proud of their school house, which should bear on its front the name of the school and the year of its erection. The following directions are intended more particularly for rural schools, as in the town the custom has already been established by trustees and school commissioners, of examining the most modern improvements before proceeding to build, and of employing a competent architect.

SCHOOL SANATATION.

53. As children are obliged by our community laws to spend much of their time in our schools, it is manifestly a community duty to make the sanitary condition of the school premises as nearly perfect as possible. Attention to this duty brings its reward not only in the conservation of the health of the children but in a better return from teaching, for ill health greatly hinders progress in studies and experience has shown that expenditures designed to make school premises sanitary is an excellent investment. Moreover, as the school premises are the property of the community, the credit of the community is involved in the manner in which they are maintained, and a public institution should be so conducted as to constitute an object lesson to the people generally.

SCHOOL SITES.

54. In selecting the site for a school house the trustees should see that the following conditions are fulfilled as far as possible, and that the sanction of the inspector is secured in writing before any contract whatever is entered into:—

(a) The site should be the most accessible to the majority of the pupils of the section.

(b) It should be from 50 to 150 feet from any public highway; and should be far removed from railroads, mills, factories, cemeteries, stagnant pools, swamps or noxious effluvia or influences of any kind, as indicated in the Public Health or any other Act of the Legislature.

(c) It should have a dry, airy position, with a gentle slope and southern exposure if possible, commanding as attractive a prospect as natural facilities permit.

SCHOOL GROUNDS.

55. (a) In rural sections the grounds should contain when convenient one acre, never less than half an acre; in thickly peopled localities, or villages, half an acre, or more, but never less than one-third; and in towns never less than one-quarter. Thirty square feet for each pupil is to be considered the minimum area required in cities and towns.

(b) The form should be, perhaps, more than twice as long as broad in order to furnish proper separate play grounds for boys and girls.

(c) The soil should be naturally dry and absorbent. The grounds should be properly levelled, drained when necessary, neatly fenced, and ornamented with shade trees, which while adding attractiveness and shelter should not interfere with the use of the grounds as play grounds, or with the school building in such a way as to restrict light or ventelation.

(d) Within the grounds, or near the grounds, there should be an area for cultivation as a "School Garden" to serve for the objective study of nature, and for practical training in the rudiments of such arts as agriculture, horticulture or forestry.

SCHOOL HOUSES.

56. (a) The school building should be placed, if possible, with its length north and south, the light coming from the east. If this is not possible, light from the west or south (this being in order of desirability) should be arranged for. If situated with its length north and south, the entrance doors can be at the south end, the teacher's platform next the entrance hall, the stove at the north end, so that on cold, windy days the heated air may drift thru the whole room; the light coming principally from the east will obviate the glare of the midday sun, and the maps can be hung on the north wall to secure their proper orientation in the minds of the pupils (a very important matter), the west wall being used temporarily for maps when the convenience of teaching requires it.

(b) School houses with several departments should be so planned as to admit of extension without interfering with the principles of proper lighting of the rooms, etc., as elsewhere directed and should not be more than two stories in hight, exclusive of the basement, which should be airy and well lighted for a play room, and of the attic, which might be utilized as a general assembly room.

(c) Floor space of at least 15 square feet for each pupil should be provided for. This equals cubic air space of at least 165 cubic feet.

(d) These requirements may be satisfied as follows:—

(1) For a rural section not likely to have more than 30 pupilsfor 20 years to come, the school should have at least the following *inside* measurements: Width, 23 feet; lenth, 31 feet (hall 6 feet; teacher's platform, 5 feet; clear space, 4 feet; seats and desks, 13 feet; clear space, 3 feet) and 11 to 12 feet high. This gives about 19 square feet floor space and about 200 cubic feet air space for each of 30 pupils.

(2) For a section with 42 pupils, width, 24 feet; length, 36 feet, (hall, 6 feet; platform, 5 feet; space, 4 feet; seats and desks, 18 feet; space, 3 feet) and hight, 12 feet gives about 17 square feet floor space and about 200 cubic feet air space per pupil.

(3) For a section with 54 pupils; width, 25 feet; lentgh, 41 feet, (hall 6 feet; platform, 5 feet; spave, 4 feet; seats and desks, 23f eet; space, 3 feet) hight, 13 to 14 feet, gives about 16 square feet floor spac and over 200 cubic feet air space per pupil.

(4) For a section with a greater number of pupils, there should be, as required by the statute, a separate class room, large enough to be converted into a primary department of a graded school should the attendance increase.

NOTE. In Appendix A are given three sets of plans and specifications for rural school houses:—No. 1 for the smaller school building for one teacher, No. 2 for a larger school for one teacher, and No. 3 for a school building for two teachers. The plans have been specially drawn with a view of showing the cheapest kind of school buildings which should henceforward be allowed to be erected for public schools. Single desks and seats are shown in the plan merely to indicate that they are the best, and will in the long run pay on account of the sanitary advantage of keeping children separate, and of the greater ease of keeping their attention continuously on their studies. But double seats and desks are permissible, and then the dimensions of the room should be changed to suit.

More expensive, commodious and ornate buildings are not only permissible but desirable where school sections can afford them. The plans indicate the minimum.

57. LIGHTING.

(a) The area of glass should be from $\frac{1}{6}$th to $\frac{1}{4}$th that of the floor area. The windows should be placed to the left of the pupils desks only; they should be wide and set close together with narrow mullions in such a way as to provide for the distribution of light over the pupils' desks. Under no circumstances should windows be placed in front of the pupils: and dark blinds should be provided for windows in the rear of the room, where such windows exist.

(b) The lower window-sill should be about 3½ to 4 feet from the floor and the window should reach to within 6 inches of the ceiling. The upper part of the window should be a transom hinged below, or the upper sash should be hung on pulleys, as well as the lower, for ventilation purposes.

58. VENTILATION.

(a) In a school room affording 200 cubic air feet space per pupil the air should be changed at least every six minutes. This cannot be done without causing unpleasant drafts unless a combined ventilating and heating system be used.

(b) When ventilation and heating are not provided for in the one system, it is better to lower all the windows a sufficient distance than to lower one or two a much greater amount. By opening windows, by the use of window boards and by airing the room thoroly at recess or noon intermission the necessary effect may be accomplished.

(c) In all school rooms, the doors and windows should be widely opened at all recess intervals in order that they may be thoroly flushed with pure air.

59. HEATING.

(a) In rural sections where economy has to be carefully considered, a large stove surrounded by a sheet metal jacket closely fitted to the floor and around the door, separated from the rest of the stove by an air space, and rising up as high as the top of the stove, makes an excellent ventilating and warming furnace. Underneath the stove and shut off from the school room by the jacket should be an opening for the admission of pure, fresh air thru a large tin pipe or air-tight wooden duct running underneath the floor and thru the foundation, then turning up and terminating at least six or eight feet above the ground on the side of the house, the entrance to the duct being lateral and covered with a wire screen. The stove should be two or three times larger than one necessary to warm the room without such an air draught. When practicable, it should be at the north end of the room and opposite the teacher's desk, and have its pipe traverse the room at least 9 or 10 feet above the floor into the flue. The average temperature, six inches from the floor ,should be 65 Fahrenheit (over 18 Centigrade). On a cold day the air cannot be kept pure without fresh incoming air; and this cannot be warmed without a very large expenditure of heat, necessitating a large stove and plenty of fuel. In such schools where incoming and out-going currents of air cannot be maintained as in the more expensive ventilating systems, the windows should be thrown open not only at every recess, but also when physical exercise is being taken. The evil effects of impure air are so insidious that even cautious teachers are apt to allow very serious injury to be inflicted on the general health of the school children without being aware of it.

(b) Better than a stove is a good furnace underneath the school room, care being taken to have the incoming air entering only thru an air shaft opening at least six feet above the ground. Even in a building with only one school room the furnace has been found to be more economical in the long run as well as more comfortable than a stove. Altho the plans in Appendix A show stove heating, proper furnace heating is recommended as preferable. The furnace must be larger than one sufficient for a dwelling room of the same size; for the number of pupils in the school room vitiates the air many times faster than an ordinary family in a dwelling house. More air must be heated and allowed to pass thru the school room.

60. BLACKBOARDS.

Slate, glass or an approved composition are the best materials. The blackboards should be placed on the walls opposite the windows. Under no circumstances should the surface be glossy. The bottom of the pupils' blackboard should be from 26 to 38 inches above the floor, according to the grade occupying the room, and should be about 3½ feet in hight. The teacher's blackboard should be four feet in hight, and placed higher from the floor. Too much black in the room absorbs light.

Good quality erasers are necessary. The blackboards should have chalk-troughs immediately below them, covered over with removable wire netting in such a way as to allow the dust to fall thru into the trough, while the erasers and chalk are prevented from lying in the accumulated dust.

61. COLOR OF WALLS.

Light buff or oyster gray are recommended as the most suitable colors for the interior. No color from the red end of the spectrum should be selected.

62. SEATING.

It is essential that all seats should be comfortable in construction and of such a hight that a child's feet can rest easily and flatly on the floor. The rule is that the hight of the seat should be 2/7 the hight of the child. The angle of the slope of the desk and the level of the floor should be the greatest possible, up to 45. The desk top should overhang front of seat about 2 inches. The hight of the desk should be about 3/7 that of the child.

(a) The best arrangement for seating is that of single desks and seats adjustable to the sizes of the pupils, as shown in the plans of schedule A. Next comes single desks and seats of assorted sizes. But where economy is essential, double desks and seats of about five assorted sizes serve very well, especially when, as in some patent forms, each seat moves automatically as the pupil sits or stands so as to give the fullest freedom in standing.

(b) Double seats should be arranged in three rows facing a wall in which there are no windows, the light falling entirely from the left and above. There should be a space of fully 4 feet between the front row and the teacher's platform, with at least 3 feet between the seats and the walls. The aisles should not be less than two feet and a half. In the school room, 56 (a), about 13 feet will be occupied by five ranks of desks and seats, three in each rank, each rank on an average requiring about two feet and a half; in 56 (b), about 18 feet in depth will be occupied by seven ranks, three in rank; and in 56 (c), about 23 feet in depth will be occupied by nine ranks of double desks and seats, three in each rank.

(c) Dimensions of the five sizes of double desks and seats:

Size	Age of Pupil	Hight of Seat	Desks.			Space between Desks and Seats
			Hight of side next pupil	Length	Width	
No. 1	5–7	11½ inches	21 in.	36 in.	12 in.	Edge of Desk to overhang edge of Seat about two inches.
No. 2	7–9	12½ "	22½ in.	39 in.	13 in.	
No. 3	9–11	13½ "	24 in.	42 in.	14 in.	
No. 4	11–14	15 "	26 in.	45 in.	15 in.	
No. 5	14–16	16 "	27 in.	48 in.	16 in.	

63. *Outhouses.*

(a) It is required that separate and comfortable outhouses be provided, and kept in good sanitary condition, for the use of pupils of different sexes. Privy apartments must be kept thoroly screened against flies.

(b) A high and perfectly tight board fence should extend from the rear of the school house to near the rear of the grounds, on each side of which should be placed one of the houses. Their approaches should be protected by a suitable screen or hedge.

(c) A pail type of privy is advocated, a description of which is contained in a pamphlet, which may be obtained on application to the Provincial Health Officer, Halifax. The contents of the pails should be emptied at intervals of not more than three days, into trenches prepared for the purpose, and at once covered with loam and ashes. A plan of an outhouse suitable for about 225 pupils will be found in Appendix A. From a building such as this the night soil is easily removable in boxes at any time. Four seats per hundred boys, and three seats per hundred girls should be arranged for.

(d) If a vault privy be used, it should be carefully constructed of rich concrete and trowelled very smooth. In its construction, care must be taken that rain water or surface water will be excluded from the vault, and provision should be made for easy accessibility for purposes of cleaning. Each privy room should be provided with a tight box, which should be kept well supplied with dry loamy earth or gypsum or other absorbent and a suitable scoop. Such absorbent should be liberally shaken over vault contents at least once a day.

The night soil should be removed as early as possible in the spring, at the beginning of the summer holidays, and before the frosts of winter sets in, and the houses should be regularly washed every week, and, during warm weather or the appearance of an epidemic, should be frequently disinfected with chloride of lime, sulphate of iron or other convenient disinfectant. (See Section 75, Public Health Act, 1919).

75. No privy or vault shall be emptied without a permit from the sanitary inspector where one is appointed, and in no case between the fifteenth day of June and the fifteenth day of September, unless by order of the local board or medical health officer. Every privy and vault shall be emptied and cleansed at least twice a year.

(e) The doors should be provided with good locks, the plaster should be finished rough, and the paint should be heavily sanded so as to offer no temptation to the use of the pencil, and all offensive odors should be kept suppressed by the use of absorbents or disinfectants.

(f) The foregoing are the requirements for rural sections. In villages and towns more expensive and effective systems are demanded.

(g) Various forms of Chemical Closets are now manufactured, which under certain circumstances may offer advantages which measure up against their disadvantages. A representative of the Department of the Public Health at Halifax will be pleased to consult with and advise the adoption of this sytem.

(h) The sanitary and neat condition of the outhouses is so important that Inspectors are directed not to recommend the payment of any of the municipal funds to trustees of schools in which the outhouses are defective or improperly cared for, until the defects are remedied.

64. *Water for Ablution and Drinking.*

Water for drinking purposes should be supplied from a source which is beyond suspicion. A driven well is the form of well in which most confidence can be placed. Next in preference comes the tight-lined and tight-covered well, with pump. The well must be so located that no drainage from privies or other objectionable sources may gain access to it. A pamphlet on the subject of wells may be obtained from the Provincial Health Officer, Halifax, on application.

Drinking water should be fresh, should be supplied in a receptacle from which it may be drawn off by means of a tap, should be kept free from dust, and individual cups or paper cups should be used.

If used in the school room for ablution purposes only, scrupulous care should be taken of all ablution materials.

Public Health laws prohibit the use of the common drinking cup or towel.

65. *Disinfecting and Disinfectants.*

Drinking cups should be thoroly scalded or boiled in a solution of a teaspoonful of baking soda to a quart of water.

If it becomes necessary to fumigate the school room owing to the presence of infectious disease, the sulphur method is advised, using three pounds of powdered sulphur to every 1000 cubic feet of space. For use on the floor, woodwork or furniture solutions of Perchloride of Mercury, (one drachm to the gallon) crude Carbolic Acid (two ounces to the gallon) or Chloride of Lime (four per cent.) are advised. These solutions are also recommended to be used to moisten thoroly the saw-dust, bran or other suitable material used to sprinkle the floor before sweeping. These solutions are also satisfactory for use in the outhouses when necessary.

Reference to "Rules for Quarantine and Disinfection," copies of which may be obtained on application to the Provincial Health Officer, Halifax, will give fuller details concerning Disinfecting solutions or methods which it may be necessary to use as occasion requires.

66. *The County Nurse.*

(1) A very considerable portion of the duty of the County Nurse, for the appointment of which provision has recently been made in some if not all the Municipalities of the Province, will be that directed at securing better health conditions in the public schools. The school nurse has long proven her value in the city schools, and there is no doubt but that very valuable results will follow the extension of her field of duty to include work in schools in rural communities.

As a school nurse, the duty of the County nurse will be largely along the following lines:—

(a) The examination of the pupils, under the direction of the Health authorities, for the detection of diseases or abnormalities which are delaying the progress of the child in school. The detection of eye or ear disease or abnormalities, of adenoids or throat trouble or of dental conditions demanding attention are some of the duties for which her special qualifications fit her. There is no doubt but that these conditions exist in many cases unknown to the child's parents. It is equally well known that children affected by them can not do justice to themselves in competition with those not so affected, and in fact impede the progress of the whole class.

Once detected, and the attention of the child's parents drawn to the child's condition, it is anticipated that in the majority of cases the parents will make arrangements for the relief of any trouble present. Where this is not possible, it is hoped that eventually arrangements will be made under which treatment may be received at a free travelling clinic, this being a portion of the program of the Red Cross Society.

(b) Safeguarding the health of the children by the recognition of infectious or contagious disease in its early stages. The close confinement during many hours of the day, the carelessness of details of personal hygiene characteristic of children of school age and the relatively large number of non-immune, are conditions which favor greatly the spread of communicable disease, and make early recognition and the prompt removal of the case from persons not yet infected of vital importance in the effort to prevent further spread. In addition to the communicable febrile affections, skin rashes of various kinds may be detected and the spread prevented by suitable measures. Absences of children from school may be investigated with a view to determining that communicable disease in the child's home was not the cause. In addition, individual cases may be studied, and home instruction given, in the confident knowledge that any measures taken to promote health will also promote progress in the school.

(c) The school nurse is in a way a sanitary and hygienic expert. It is most fitting that a person possessing special qualifications along these lines should be identified with the school, which, being a community institution, should set a standard for the whole community. The pupil, who, during this formative period of his or her life, is taught and becomes impressed with the necessity of every attention being paid to procuring and retaining satisfactory health conditions, and who profits by the instructions which the school nurse is qualified to give, has received a groundwork of knowledge and training which should be of inestimable value in his or her development as a citizen.

(2) *Physical and School Record Cards.*

In order to assist the County Nurse in her work in the schools of the County to which she has been sent, a Card has been prepared by the Council of Public Instruction and the Department of the Public Health, which it is purposed shall contain on one side a Physical Record of each child examined, which record is to be filled in by the Nurse, and on the other side a Record of the child's school progress, to be filled in by the teacher.

These Cards, it is contemplated, are to be a portion of the School Record of each child, following the child from Grade to Grade and from School to School. Instructions regarding the disposition to be made of the Cards are contained on the envelope in which they are sent to the Teacher by the School or County Nurse after being filled out by the latter.

67. *School Equipment.*

(a) Every school must have the prescribed registers carefully preserved, and should have such books of reference as may be recommended by the Council of Public Instruction, including a dictionary. In addition there should be maps of the Province, Dominion and the hemispheres, a terrestrial globe, wall cards, color charts, music chart (modulator), ball frame, clock, handbell, thermometer, blocks of geometrical solids, the common and the metric standards of weights and measures, and a box of colored crayons for special black board illustrations. Every school should have a black board, about five feet wide and two and a half feet from the floor, around the room, especially to the front and right of the pupils when the lighting is as previously recommended. At the lower edge there should be a concave shelf two or three inches wide for holding the chalk and brushes. *Brushes* can be made very cheaply as follows:—Take a piece of light wood not over six inches in length, two in breadth and one in thickness, trim it, making a groove along the two edges for the fingers. To the face glue a piece of half inch saddle cloth for the erasing surface, and it is complete. A number of these should be in each school room to facilitate class work on the black board. *Black boards* should be plastered on laths nailed to a *solid* backing of boards, and should be composed largely of plaster of Paris, the surface being made very hard and smooth before applying the first coat of color. Liquid slating sold in cans is very convenient for this latter purpose. Chrome green in liquid slating, containing fine emery flour, gives a green shade which is considered by some more agreeable than dead black. Every school should have a set of shelves or a cabinet under lock and key for the preservation of its school library and other books.

(*b*) In addition to the above requirements advanced rural schools should be provided with maps of the continents, collections of the natural history of the locality, and some apparatus for the practical teaching of all the subjects of the prescribed course of study required to be taught in the school, a class room in which the library shelves might be built, and if possible a class room containing a work bench with tools for wood-work.

(c) In graded common schools the lower departments should be furnished in addition to (a) and (b) with a more extensive assortment of objects and pictures for object lessons, common and metric weights and measures, with a pair of small scales, and collections of local natural history objects. The higher departments should show a similar but more advanced adaptation to the work of their grades of the prescribed course of study leading up to that of the high school. There should be a school library in a good cabinet or class room and if possible a bench with tools for wood work in a class room, in connexion with the departments.

(d) In mixed or partial high school departments as far as possible, but especially in pure high school departments, in addition to the requirements of common schools, there should be full sets of ancient and physical maps, historical charts, physiological diagrams both vegetable and animal, celestial globe, gazetteer, classical dictionary, adequate apparatus and facilities for the practical study of chemistry, mineralogy, physics, surveying and navigation, botany, zoology and geology, so far as the high school course of study is pursued; and to aid the practical study of the latter subjects, a museum containing scientifically classified specimens of all the local species of each natural history department should be started and kept growing until it becomes as complete as possible. A school library in a good cabinet or class room, and at least one work bench with tools in a class room, should be a part of the equipment of the schools of every section having high school departments.

68. The foregoing general directions (or their amplifications as indicated in the texts prescribed in sanitary science for public schools) must advance with the circumstances of each school section and the general progress of education thruout the province. It is the duty of the inspector to withhold his recommendation for the payment of any public money on behalf of or on account of schools held in sections not making a commendable effort to carry out substantially all of the said general directions under the head of *School Accommodation*, in so far as they are applicable to any particular school in the section. If it should be impossible for the trustees of a section to comply promptly with these requirements, the fact should be brought to the notice of the inspector as soon as possible, with causes assigned, and the intentions and plans of the trustees in regard to the matter.

69. *Superior School.*

(a) The accommodations for and the equipment of a school which will enable a successful Class A teacher employed therein to be ranked as qualified for the "Superior" grant of $175 per annum of Provincial Aid, or an Academic teacher not drawing a higher grant, must be a model in all respects referred to in the foregoing comments and regulations bearing on school accommodation. And as the best schools in the province advance beyond the specifications here outlined, the inspector is authorized to intimate to its school board the raising of the corresponding standard of qualifications of any superior school in order to remain in its previous rank.

(b) The equipment of one room in the section as a superior school will not be considered as entitling it to superior rank if the other departments under the school board are not satisfactorily equipped also in the estimation of the inspector.

(c) To be ranked as a superior school, it must be superior, particularly in the following respects; Neatness of grounds, appearance of building, condition of outhouses, cleanliness and beauty within, ventilation, warming, seating, blackboards, maps, charts and other apparatus required for the grade of work, school library and work bench.

(*d*) *Work bench equipment recommended:*

1 bench as in Normal or Truro MacDonald School.
1 Bailey wooden jackplane.
1 iron smoothing plane.
1 10″ back saw.
1 22″ hand saw (cross cutting).
1 22″ hand saw (ripping).
1 iron spike-shave.
4 firmer chisels, ¾″, ½″, ¼″, 1″.
1 brace.
8 bits for brace—"Twist or auger," 1 each, ¾″, ½″, ¼″.
  "Centre," 1 each, ¾″, ½″, ¼″, 1″.
  "Countersink," 1 Clark's patent.
1 hammer.
2 screw drivers (large and small).
1 marking knife.
1 nail set.
4 files, 1 flat, 1 half round, 1 round, 1 triangular.
3 gouges, 1 each, ½″, ¼″, 1″.
1 pair wing compasses.
1 mallet.
1 oilstone (mounted).
1 oilstone (slip).
1 can and oil.
1 iron cramp.
1 wooden hand screw.
1 6″ try square.
1 bevel.
3 assorted gimlets.
3 assorted bradawls.
1 scraper.
1 marking guage.
1 pair pliers.

(e) If the school specially excels in some of these or in other useful respects not specified here, the inspector may allow the excess of good points as an offset to deficiencies in other respects, provided he has reason to believe that the deficiencies will be remedied by the school board with reasonable promptitude.

COUNTY ACADEMIES.

70. A County Academy is the high school in a county which under the statute is entitled to draw a special grant called the academic grant, provided by The Education Act when the following regulations are satisfactorily observed.

71. The board of trustees or commissioners of a school section in which a county academy is situated, in order to draw the academic grant authorized by the statute, shall make satisfactory provision for the instruction of all common school pupils within the section, as well as for all qualified high school students within the county, who may present themselves for admission.

72. The buildings, grounds, outhouses, class-rooms, laboratories or subsidiary rooms, warming and ventilation, books of reference, maps, charts, models, collections of specimens for illustration and object study, apparatus, etc., shall be of that degree of excellence prescribed for superior schools in regulation preceding, and advancing with the general progress in educational effort in the province, with the grade of grant competed for, and with effective instruction in the course of study prescribed.

73. The duly qualified teachers referred to in the statute shall hold a provincial "academic" license of university graduate class, except in the case of teachers already recognized as "academic."

74. The properly certified yearly average of high school students referred to in the statute shall be the average attendance of regular students who shall have demonstrated their being of full high school grade at the provincial high school examination, or at the county academy entrance examination or at the examination of the academy by the Superintendent.

75. *Regular* pupils or students are those who have regularly entered the county academy under the regulations, and are pursuing a *full* course of study as prescribed. Other pupils or students, who may be known as *special* students, may be admitted, provided they can be accommodated without encroaching on the rights of the regular students. They are not, however, legally entitled to admission, except at the option of the trustees or commissioners of the academy; nor are they counted as qualifying the academy for the academic grant under the law. In other respects their names, attendance, etc., are recorded in the register and entered into the annual returns as are those of the regular students.

76. Students in other respects entitled to admission may be admitted without examination on presentation of provincial or other certificates (such as 200 on IX, 150 on grade X), recognized by the Superintendent as satisfactory proof of minimum competency.

77. The ordinary mode of admission shall be by the county academy entrance examination, held during the last week of June, on the common school course of study, the questions being prepared by the Education department, arranged in five papers such as, (1) reading, (2) language, (3) drawing, writing and simple accounts, (4) geography and history, (5) general knowledge and (6) mathematics.

78. These question papers shall be sent to each principal immediately before the date of examination under seal which is not to be broken until the moment of examination specified on each envelope, and the results of the examination must be reported to the Education Office within one week from its close, on the form and with the certification prescribed.

79. The examination shall be conducted by the principal and such persons as may be associated with him for the purpose by the board of trustees or commissioners, in strict accordance with the directions issued from the Education Office. All answer papers, with the examiners' values indorsed on the margin of each question, shall be preserved for a year, ready for examination or re-examination by the Superintendent. The rules and proceedings of the provincial examination shall be followed in these examinations so far as they are applicable.

80. A supplementary entrance examination for such applicants *as can show good reason* for not having presented themselves at the regular examination in July, *may* be held at the opening of the academy after the summer vacation. The questions for this examination (should one be found necessary) shall be prepared by the principal or(faculty), and must be transmitted with the regular detailed report to the Superintendent, immediately after the examination; and in every other respect shall be subject to the same conditions as the regular examination. No candidate failing at the July examination should be re-examined at a supplementary unless he shall have made a good aggregate, and shall also present a certificate of at least four weeks' study, in the interim, on the subjects in which he failed; except under justifying circumstances with the permission of the Superintendent.

81. No supplementary entrance examination shall be held later during the year except on the express permission of the Superintendent after good cause has been shown, when the examination shall be subject to the conditions already stated, except that the questions shall be so advanced as to cover, in addition to the common school work, that portion of the high school course already taken up at the date of examination.

82. As supplementary examinations under the foregoing regulation are specially open to the suspicion of an attempt on the part of candidates to gain easy entrance, and on the part of the academy an unfair hold on public funds, principals would do well to discountenance them except under urgent and justifying circumstances. In order that the public may observe what the facts are in connexion with each institution, the following regulation is made:

Each candidate passing the Academy entrance examination shall be reported on the form prescribed, in the order of merit, numbered in consecutive order so that each can be quoted by his *number, year and county*. Those passing at any supplementary examinations shall receive the next consecutive numbers in order under the date of the initial entrance examination. Each such successful candidate shall be entitled to a certificate supplied by the Education Department and signed by the principal who conducted the examination, and the said certificate shall also contain the candidate's name (in full) with number, year and county, as above mentioned; and these items may be published in the "Journal of Education," as the list of the successful candidates at each academy. Other methods of examination may be adopted on the special approval of the Superintendent.

83. Each county academy may be examined when desirable, by the Superintendent in conjunction with the inspector for the division. The examination may be conducted orally or in writing, at the discretion of the examiners, and in its scope shall have regard to the time of the school year at which it may be held. The names of students in the lower classes on the register shall be carefully compared with the entrance examination lists, and the answer papers shall be inspected. Students on the register who are not present at such examination (unless they have already a high school certificate), or who fail to satisfy the examiners, shall not be held to be properly certified high school students under the statute, and their attendance shall therefore be deducted from that given in the "return" in order to determine the grade of academic grant to which the institution is entitled.

84. Students may be admitted to the higher classes in any academy on standing shown by provincial certificates of scholarship, or by examination, at the discretion of the principal (or faculty) of each academy. The grading of any institution should for economy and efficiency be adjusted to local conditions—*i. e.*, to the number of the students and of the staff of instructors, etc., so as to form classes of equally manageable sizes for the various teachers.

But in all academies and high schools, students who hold a provincial grade IX shall be entitled to be enrolled in the register as *in* grade X with an asterisk or star thus, X*; those who hold grade X as *in* grade XI*, and those who hold grade XI as *in* grade XII*. The star will thus indicate provincial classification, as its absence will denote merely local classification as permitted above. An error in the use of this star will be *prima facie* a falsification of the register.

85. It shall be the duty of the trustees or commissioners of each county academy to supply for the teachers' use all text books which by the prescribed course of study are made the basis of oral lessons and lectures. They must also provide the physical and chemical apparatus essential for the experiments and demonstrations required by the course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens, is deemed necessary. The teachers should encourage pupils to form cabinets illustrating the geology, varied mineral resources, botany, zoology, etc., of Nova Scotia; and the school library, museum, work-bench room, and general equipment of the institution are required to be superior to those of the same grade of high schools not drawing academic grants, for which see regulations preceding.

86. When the equipment of a county academy as generally indicated above is not decidedly superior to that of a high school in a section of nearly similar means in any part of the province, or when the trustees fail to make satisfactory provision for the effective teaching of any subject in the prescribed course of study, or for the health or comfort of the students, or of the common school pupils with in the section, it shall be the duty of the Superintendent to report the same to the Council. If, in case the Council notifies the trustees or commissioners of the defect reported and within reasonable time the defects are not remedied, then the academy shall forfeit its claim to public grants until such time as the improvements required are made.

87. The county academy entrance examination papers may be sent by the Superintendent to the principals of high schools making application for them, under exactly the same conditions and obligations as to the principals of academies with respect to the conducting, reporting and certifying of the examination. But the successful candidates shall not be entitled to "academic certificates," altho they shall be entitled to enrolment in the register as high school students.

PUBLIC SCHOOL PROGRAM.

88. Three distinct terms seem to be needed:

(1) *Program of studies*, which includes *all the studies* in a given school.

(2) *Curriculum*, which means the *group* of studies schematically arranged for *any pupil* or *set* of pupils;

(3) *Course of study*, which means the quantity, quality and method of the work in *any given subject* of instruction.

Thus the *program* of studies includes the *curriculum*, and may indeed furnish the material for the construction of an indefinite number of curriculums. The *course of study* is the unit, or element, from which both the program and the curriculum are constructed.

89. The public school program may be considered under its subdivisions of the common school program and the high school program. These furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors; while they also secure a definite co-ordination of all the grades of work attempted in the public schools, thus fostering the harmonious interaction of the various educational forces of the Province.

These programs are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects and (2) the simultaniety of their study . The fulness of detail with which they can be mastered in each school must depend upon local conditions, such as the size of the school the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school program for miscellaneous and partially graded schools are appended.

90. The public school program developed originally from the traditional systems of Great Britain and the earlier Eastern States of America, is the result of the observation and experience of representative leading teachers of the Province, under the suggestion of the experiments of other countries, and the criticism of our teachers in Provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practise of a majority mechanically following methods which do not adapt themselves to changing conditions, and which vary merely according to the accident of local and uncoordinated caprice. The orderly development of each study is intended to keep pace with the child's mental growth while the simultaneous progression of studies is designed to prevent monotony and onesidedness, to render possible the orderly and systematic organization of knowledge, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be over-looked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

91. Any subject deemed desirable on account of local conditions may be added to the general program by the local school board with the approval of the Education Department.

Changes in these courses of study must always be expected from year to year , but to a very small extent it is hoped, except in the prescription of certain texts in the high school program. These will be published from time to time in the bulletin of the Department, the **Journal of Education**, published in April and October of each year.

GENERAL PRESCRIPTIONS.

92. To make the best use of the program, the teacher must interpret it not as a mere list of perfunctory studies but as an endeavor to indicate the nature and scope of such intellectual, moral, social, and physical activities as are calculated to fashion satisfactory types of Canadian manhood and womanhood. He must regard his duty as that of cultivating human beings, not merely teaching "subjects." He must, accordingly, keep in mind that culture comes not so much thru knowing as thru feeling and doing; that education is not so much a process of instructing as of directing the activity of childhood and the growth of desirable personality.

In respect of method, the teacher must convince himself that the healthiest and surest growth comes thru self-activity, and that self activity—the spontaneous activity of the child—can be derived only thru interest. Interest in a subject of phenomenon being, in its turn, dependent upon the child's stock of ideas or experiences cognate to the ones sought to be presented, it follows as a principal of the highest importance that instruction should, wherever possible, proceed by the use and in the light of those concrete realities, experiences, facts, or ideas, already in possession of the child or obtainable within his near environment.

No *written* exercise should be accepted from any pupil unless the evidence is clear that a serious and more or less successful attempt has been made to have the writing carefully neat, with due attention to good form in every detail—margins, paragraphs, indents, punctuation, spelling and grammar, etc. Otherwise, a possibly brilliant pupil may be accidentally developed into a bungler.

93. *Reading and Elocution.* Properly conducted, the reading lesson will influence beneficially all the recitation and conversation of the school, and will have a permanent effect upon the language of the pupil. The teacher should, in the first-place, see to it that his own speech and reading furnish an example of deliberate, well-utteeed language, and of meaningful, expressive reading. He must, therefore, cultivate the power of hearing himself as well as his pupils; and he must be constant in the correction of faults of utterance, tone, and expression. Correct accentuation is but a slight element in the pronunciation of a word. Faults of pronunciation will be found to consist more often in false quality of vowels, suppressed or obscured syllables, nasality, and throatiness. The teacher should never leave his desk in order to catch what a pupil has read or spoken. It is the pupil's business to make himself heard by the whole school. In so doing, he will have, too, all the better opportunity to hear his own voice and to profit by criticism. Easy but correct bodily posture is important.

It should not be overlooked that a reading book loses interest with each review. Accordingly, where it is not intended to use a supplementary book, it is better that the reading should proceed with thoroness and with only moderate rapidity.

The emotional and literary element in the prescribed readers increases with each grade. This is of purpose. The reading-class is a literature class, and is intended to provide a medium for emotional expression. In this connexion, the careful study and memorizing of choice passages suitable to each grade is important. These, thru study, contemplation, and recitation, will not only give pleasure and afford training to the learner, but will serve later as touchstones of literary merit. In high school grades, choice passages should be memorized and recited in every foreign language studied, from the earliest stage possible.

94. *Spelling and Dictation..* It must be kept in mind that spelling is learned solely for purposes of writing, and that ability to spell aloud is sometimes associated with inability to spell with a pen. Some pupils are ear-minded, some eye-mined. Drill them in writing from dictation, and confine effort to such words as are likely to be used. Practise in the early grades should center around the words and sentences of the reading lesson, with special attention to words of similar sound, but different spelling. Learning word-lists with meanings has little value. Far better, practise the pupils in making expressions in which each of the words is properly used. While not called upon to teach any other forms of spelling than those of the school reading-books, the teacher should not mark down or in any way penalize a pupil who uses any spellings authorized in preceding numbers of the **Nova Scotia Journal of Education.** Special exercises should be provided for practise in all words which the pupil is likely to use in correspondence. The shorter or more phonetic authorized spellings are always preferred, as impliedly recommended by the Conference of the Education Departments of the British Empire, in London, 1911. (See Minute 24 of "Report of the Imperial Education Conference, 1911," as presented to the British Parliament and ordered to be published.)

95. *English Language.* By the end of the sixth year, pupils should be able to express their thoughts grammatically, in finished sentences and coherently. This result will be achieved, however, only where from the first grade onward the teacher is diligent in maintaining standards of correct thinking and speaking. An answer that is only a hint should not be accepted from a pupil; let him complete his statement. . If his answer is a series of incomplete and disconnected thoughts, indicate to him a better order, a means of connexion. Following this practise, every lesson becomes in some measure a lesson in language, in oral composition. But do not correct the pupil while he is in the process of thinking; and do not correct the same pupil too often or to the point of discouragement.

Written composition is not a distinct and separate subject. Where oral composition is attended to, the written composition is merely the added matters of penmanship, punctuation, capitals, and, later, paragraphs. Written composition attains its chief end in the common school when the pupil is able to write ordinary business, private and social letters, correctly and with the customary forms of courtesy. Written exercises should always be brief; otherwise, it is impossible to examine them. As far as practicable, errors or deficiencies should be merely indicated by the teacher, the correction or completion being assigned to the pupil as a new exercise.

96. *Writing.* The earliest efforts in making letters and words are efforts in drawing. At this stage, therefore, except for blackboard exercises, the finger movement must be relied upon. When the pupil's perception of the forms and connexions of the letters is fairly definite, transition should be made from the finger to either the wrist or the forearm movement—preferably to the latter. In the meantime, freearm practise should be given as indicated in the special prescriptions for grades II, III and IV. This movement requires that the whole length of the forearm be upon the desk, its weight resting upon the pad of muscle as the pivot upon which the arm should move.

Ornament, shading and flourish in writing, are no part of the requirements. Penmanship must be pronounced excellent when the letters are correctly formed, when the movement is fluent, and when there is uniformity of hight and of slant.

There are twenty-six small letters and twenty-six capitals. Do not therefore, increase the child's difficulties by introducing new or bizarre characters. Choose the simplest and most legible forms; use these and these only; and insist upon these being used by the pupils. Do not allow the school to see any untidy or careless writing on blackboard or elsewhere. Take pains with your own writing and be vigilant and exacting with pupils. If shorthand is taught, it should be the Sir Isaac Pitman system only; for it is the most promising of ultimate universal adoption.

97. *Drawing.* The purposes of school drawing are, (a) to develop in the pupil perception of form and color thru practise in reproducing these; (b) to continuously increase his capacity for enjoyment of form, color arrangement, etc., in nature, industry, and art; (c) to train him to use pencil and simple mathematical instruments to express on paper both approximately and with geometrical accuracy his conceptions of form and dimension, original and derived; and, conversely, to enable him to interpret sketch-plans and simple working drawings.

Teachers lacking gift or training will do well to have some good drawing series as a guide; e. g., Augsburg's or Prang's series. Where the teacher's art is sufficient to make drawing attractive and interesting, no book is needed by pupils except a blank-book of coarse textured paper. But if the teacher's example and instruction fail to attract and hold, pupils should have a book of drawings of graduated difficulty. (The Ontario Teachers' Art Manual, 40 cents, is the latest and best text to be recommended to teachers).

98. *Arithmetic.* The first essential is accuracy in the fundamental processes; the second, rapidity in applying them; the third, clearness in expression. Absolute accuracy must be insisted on from the outset. Proceed slowly and only from thoro mastery of what has gone before. Observe that the Unitary Method is not an end in arithmetical teaching; it is only the basis of those quick methods or rules which at the proper time should displace it. "Mental" arithmetic is the primary process, and it should be abundantly practised in every grade and with every sort of operation and problem.

Above all things, start from concrete objects, dimensions, relations and keep your problems for the most part within the field of the familiar and the generally useful. In this connexion, it will be found possible, by dealing with the problems of farm, trade, industrial process shop, bank, etc., to impart incidentally a good deal of knowledge concernihg costs and values, weights of substances, quantities of materials requisite in construction or decoration, and the like.

Note that a new lesson or process is never entirely new, even to the child. Last day's lesson, or some former lesson or experience may have prepared the child. In every new topic you introduce make use of the child's previous knowledge or experience. Note, also, that the approximate result of a problem should first be sought mentally; for the learner will thus be provided with an efficient corrective to glaring error in written calculation, especially if decimals are involved.

99. *Nature Study.* It is inherent in our character and our culture to desire to comprehend man's relations to the universe, organic and inorganic. Interest in nature is spontaneous, even in childhood. Again, material and social pro gress are concurrent with increase of knowledge and increased control of nature and natural agencies. Thus, we are furnished with two motives to naturestudy—the purely cultural and the cultural-utilitarian. Whichever motive impels us, the one true method of study is thru direct contact and observation. The aim is not to amass *statements of fact* or even to gather *facts* about nature, but rather to cultivate an attitude toward nature, a disposition to inquire at first-hand, and a habit of caution in forming judgments about things.

In the early grades, the teacher need not bother much about consecutiveness and coherence in the lessons, or with trying to reveal the principles at the basis of phenomena. He may rest content with providing interesting material for observation; with bringing the child into the presence of phenomena appropriate to his powers of observation; with directing and maintaining attention; with stimulating inquiry; with encouraging his proprietorship and control of materials and forces. The time will come in the upper grades when the abundance and diversity of experiences in each department of observation—plant, animal, insect, mineral, physical—will permit and necessitate the grouping and systematizing of promiscuous knowledge into the inductions of elementary science. In the early grades, therefore, explanations do not need to, and should not go far into causes. Causes and principles should be postponed until the circle of experiences in each connexion is large enough to permit of applying the processes of generalization and induction.

In the choice of topics and sub-topics in the several grades, the interests of the children, the availability of materials, and the natural features of the school district will largely govern the teacher. But preference should generally be given to biological rather than to purely chemical and physical phenomena; for the former, by making a larger call for originating power on the part of the teacher, will ensure a freshness of treatment and a spontaneity of interest mainly wanting where the teacher undertakes merely to reproduce the hackneyed topics of physics and chemistry text-books. In the upper grades, some purposeful attention should be given to the more obvious relations and applications of science to agriculture, horticulture, and other staple pursuits.

In schools where there is only one teacher, there should not be more than four grades of nature-study,—three will suffice. Further, it is to be observed that lesspns designed chiefly for higher grades will prove in part intelligible and therefore profitable to the pupils of the lower grades.

100. *Geography and History.*—The facts of geography and history even of school geography and history—are too numerous and extensive to be memorized verbally. Both these studies should begin with the direct observation and consideration of the home-district. Comprehending the larger and more obvious features of his geographica and civic environment, the child will then be in a position to look wider afield. Beginning at home, geography and history may with profit continue to be a study of contrasts and comparisons of distant lands and of events remote in time with those of our own neighborhood nation, and era.

In geography, facts will group themselves into three chief divisions; the dynamical and physical; those of locus and boundary; and those of society and industry. The latest and highest task will be that o discovering the relations between these three categories. In the upper grades, where the text-book is prescribed, the teacher must be cautious about accepting as knowledge the pupils ability to reproduce the statements of the book. Here, too, the interpretation of the map should form one of the important exercises.

In the history of the highest grades, a few great events and dates in each succeeding epoch should be seized upon as waymarks of politica and social progress, and as reminders of chronological order and lapse of time. Around these, should circle the facts of dynasty, accession war, treaty, discovery, invention, exploration, literary activity, etc. Endeavor to make the facts of history in each epoch reveal to the utmost the contrast with our own time in point of individual liberty, religious tolerance, democratic power and privilege, industry and commerce, means of communication, material comfort, and education- Current events, or occurrences of social economic, or scientific im. port should be given the same serious attention as is given to the past

In both *Geography* and *History* the teacher is expected to bring the *text* up to date by oral instruction.

101. *Manual Training.* In many schools the teacher will be able to set aside weekly a period varying from twenty minutes to one hour and a half for constructive exercises in paper, cardboard, wood; for needle-work or cookery; for modeling in clay or plasticine; for mounting natural history specimens; for shorthand. In the effort to put the whole child to school, manual or hand-and-eye-training counts for much. In cases where only the minimum time is taken from the school-day, teachers should encourage the pupils in home gardening home needle work, construction of home-made articles, of apparatus, boxes for natural history collection, blank books for mounting plant specimens, etc.

102. *Moral and Patriotic Duties.* To be inculcated as enjoined by our religion, and as professed by the teacher in his application for license. Separate lessons need seldom be given, if the episodes of history and literature, passing events, the daily happenings of the school, and matters of personal example and conduct are properly utilized. Empire, Dominion and Arbor days afford special opportunity for dwelling upon the duties of the individual towards his home-district, his country, and his race. The publications of the Moral Education League may be found useful—6 York Buildings, Adelphi London, W. C., England; also, of the Duty and Discipline Movement, 296 Vauxhall Bridge Road, London, S. W. I.

103. *Good Manners* are one of the first and most conspicuous evidences of education. In only the smallest sense are they merely conventional and arbitrary. They are, in reality, founded upon an intelligent conception of our moral and social order. The power of self-effacement at the proper time; of physical control; of putting others at their ease and on good terms with us; of comporting oneself fittingly in public and towards age, youth, and rank; of giving precedence to women; of applauding merit no matter where found; of presenting a cautious attitude towards gossip and disparagement,—these good manners, wherever displayed, are evidences, of moral insight and control, and are worthy of unremitting study and effort. It is intolerable that a teacher should disregard the importance of example and instruction in respect of his pupil's conduct in these matters.

104. *Hygiene and Temperance.* Appropriate work for each grade should be taught from the text prescribed.

It is fundamental that the teacher should

(a) exemplify in his person habits of scrupulous cleanliness, of tidiness of hair and apparel, of easy and correct posture and movement;

(b) see that the trustees provide for the regular and frequent cleaning of the rooms;

(c) be conversant with the physiology and hygiene of fatigue;

(d) manifest a constant concern for the proper heating and ventilation of the school-room; the supply of clean drinking-water; the cleanly habits of the pupils; their frequent refreshment by means of recesses and brief physical exercises; their games; their gait and posture;

(e) in the upper grades impressively explain the nature of germ diseases and of protective measures; also of first aids to injured fainting, and drowned persons;

(f) emphasize the moral, physical and economic loss accruing from intemperance; and

(g) warn pupils against narcotics and alcohol whether disguised in patent-medicines, or any other way.

105. *Physical Exercises and Squad Drill.* Physical exercises must not be regarded as skills to be acquired by the pupil. Their purpose is for physical development and for recreation (i. e. for recovery from the mental and physical fatigue attendant upon school-tasks and the continued sitting posture). While not intended to displace the free sports and games of the playgrounds, the recreative and moral values of which are unexcelled, they provide for a more complete and better balanced physical development than do the chance games of children. Brief physical exercises of two or three minutes' duration should be given every hour. Windows and doors should be open, and such movements as create dust should not be chosen for indoor practise.

The elements of squad-drill, such as column-formation, marching, wheeling, etc., should be practised outdoors in good weather. No school-work, however, excellent can be marked high where the inspector fails to obtain evidence of satisfactory squad-drill. Play should also be carefully and skillfully supervised by the teacher or his most competent pupils for such class leadership.

106. *Singing.* Inspectors should accept no excuse for the absence of singing in a school. Whether the teacher is ignorant or not of musical notation, he can hardly be so defective musically as to be unable to secure properly timed, expressive singing by ear. If necessary, the teacher should exchange services with some colleague who will conduct the school singing, teach the air, or, better, teach the musical notation. At worst, one of the older pupils may be made use of. Each year, the pupils should be put in possession of several good songs or hymns; and each year, where the teacher has some musical knowledge, the pupils should make a definite step forward in the interpretation of the sol-fa, or of the staff notation, or of both.

Part-singing need not be attempted until grade VII or VIII. The teacher should train himself to be a good listner; at any rate, to observe when pupils are merely shouting, not singing.

107. *Special prescriptions for Common School Grades.*

Grade I.

Reading. First from blackboard; later, from the Reader No. 1.; brief phonic practises and word-building to accompany.

Language. Directed conversation centering around nature topics and children's homes, between pupil and teacher and among pupils themselves (a) to promote familiarity and freedom from restraint (b) to cultivate distinctness and purity of utterance (c) to develop a sense of grammatical correctness and a perception of the sentence (d) Recitation from memory of appropriate portions.

Writing and Drawing. Careful copying of letters, short words, and easy sentences used in phonic practise, chiefly on blackboard. Drawing in mass with colored-crayola, to illustrate the language and nature lessons; stick laying, paperfolding.

Arithmetic. Perception of number and number relations thru use of objects, counting objects, adding, subtracting, doubling, trebling, halving, quartering., etc.,—the processes to involve generally numbers no higher than 20

Nature. The seasons as they pass and occupations appropriates to each. Direct observations of sky, weather, germination and growth, flowering and fruiting, coming and going of birds and butterflies. Perceiving substances as heavy and light; colors as red, blue, green, yellow. Elementary hygiene; cleanliness eating and drinking; care of eyes, nose, teeth.

Music, etc. As under "General Prescriptions."

Grade II.

Reading. Reader No. II. Brief phonic exercises covering most of the consonant and vowel sounds; word analysis and word-building; names of letters of alphabet.

Language. As in grade I, continued, avoiding repetition and monotony.

Writing and Drawing. As in grade I, continued. Free-arm practise in repeated ovals or *o's* in vertical or slanting strokes; in repeating connectedly the strokes that compose the first parts of the letter *n*, the lettes *i*, the letter *e*. Mass-drawing, as in I; Drawing of squares, rectangles, circles.

Arithmetic. As in grade I, with numbers up to 1000. Drill in addition table and in multiplication table to "six times twelve". Measurng with the foot-rule.

Nature. As in grade I.

Music, etc. See "General Prescriptions."

Grade III.

Reading. Reader No. III. Occasional phonic practise, as in I. Increasing attention to expression in reading and reciting.

Language. As in preceding grades, with enlarging perception of the sentence; Practise using the connectives *and*, *but*, *because*, *if*, *when*. The perception of name-words or nouns; common nouns and particular or proper nouns. Recitation, written exercises, correction of speech errors.

Writing and Drawing. As in grades I and II., with added free-arm practise of the elements composing script letters, and of short easy words without looped letters. Drawing and coloring, as in preceding grades; also, easy outline drawing; drawing squares; rectangles, circles, triangles of given dimensions; construction exercises in paper and cardboard.

Arithmetic. Notation and numeration to 100,000; multiplication table completed and applied to concrete as well as to drill-problems; short division. Measuring in feet and inches; estimating lengths and distances. Dollars and cents.

Nature. The weather chart; position of sun at different seasons. Wild flowers recognized; sprouting of seeds, opening of bulbs, buds, and blossoms, observed in schoolroom; growing plants from slips; fruits and seeds; how seeds tr vel; domestic animals and birds described. The neighborhood and its srurface features noted and sketched on horizontal and later on backboard. Hygiene; pure air and breathing; structure, use, and care of the teeth; water, tea and coffee, alcoholic drinks.

Music, etc. As in "General Prescriptions."

Grade IV.

Reading. Reader No. IV. Exercises in utterance and expression, as in grade III. Spelling, etc. as in "General Prescriptions."

Language. Short stories reproduced orally and in writing. Brief oral and written descriptions of things seen and done in the nature class, on the farm, or in any industry. Writing short letter to schoolmate, to teacher, to dealer ordering goods; attention to period, question-mark, comma, capitals, abbreviations. The sentence; subject and predicate; noun ,pronoun, verb (in finite relation only). Correction of errors of speech.

Writing and Drawing. Copy-book practise for form and connexion of letters; free-arm practise on loose paper for fluency. Plan of schoolroom showing teacher's desk and other details; plan of schoolground with road and schoolhouse. Drawing to easy scale. Drawing flower, fruit, and animal forms, and of borders and patterns formed by repeating or alternating these. Free cutting, from colored paper of simple figures; mounting these; making a blank-book, a cornucopia a wall-pocket, etc.; needlework.

Geography and History. Observe closely the physical features of the neighborhood, especially the natural drainage; inter-relation of slope, brook, swamp, pond; industries, means of communication and main routes of travel in Nova Scotia. The larger natural features of Nova Scotia. The outer world; oceans, continents, Canada, the British Isles, the United States. Sand maps and wall maps. Stories of explorers, heroes, the early settlers, settlements and conditions of life. The lapse of time; lifetime, century, A. D.

Arithmetic. Notation and numeration extended; continual drill in the four fundamental operations, written, and "mental" for accuracy and speed. Long division, easy factoring, long and avoirdupois measures. Practise in measuring involving half, quarter, eighth; problems of home and shop. Judging lengths, distances, weights, values. *Text, Part I* to end of Page 147.

Nature. Study of flowers and plants, as in grade III, parts of flower and purposes; trees, grasses, shrubs. Life history of two or three common insects observed and studied; e. g., housefly, cabbage and currant worms. Birds; identify four by plumage, song, food, habits. Four common rocks or minerals of Nova Scotia.

Music, etc. See "General Prescriptions."

Grade V.

Reading. Reader No. V. Perception of poetical rhythm and of varying vowel-length.

Language. Oral and brief written exercises, as in grade IV but with attention to form and detail. Narration of the doings of any holiday, outing, etc., Orderly description. Simplest letter-writing, business and social, with attention to courteous forms of expression, punctuation, paragraphing. The parts of speech and the more obvious relations between words; i. e., the adjectival, the adverbial, the objective, the possessive, the subjective.

Writing and Drawing. Writing, as in grade IV. Easy drawings to scale, with measurement of rectangular surface. Mass-drawing of objects significantly grouped. Designing (a) by repetition, of easy forms, as in wall-paper; (b) by disposing figures, leaves, etc., symmetrically within a square or oblong. Careful outline drawings of cup, vase, hammer, ink-bottle etc. The more obvious fore-short ening of circular and square surfaces. Paper and cardboard construction of regular solids and useful articles; working-drawing of say a wall-bracket needlework.

Geography and History. The school-section, its physical features, its industries. Similarly, Nova Scotia, its towns, rivers, distances, industries, products, means of communication. North America, with Canada in slight detail. The poles, the equator, latitude. Leading events of Nova Scotia history; the Indians; our racial origins, explorers, pioneers, primitive conditions.

Arithmetic. Drill for accuracy and speed. Multiplication, addition, subtraction and division of fractions, vulgar and decimal (easy problems) presented in concrete and abstract. Canadian money. *Text, Part I* complete with oral lessons on fractions as in *Part II* from Page 58.

Nature. Plants; weeds and their habits; conception of family in plants; e. g. the *cruciferae.* Comparative studies of domestic animals and birds; injurious insects; common minerals; rock and soil; the magnet, the compass; the heavenly bodies; the candle-flame; oxygen and carbon-dioxide; ventilation. *Text*: *How to be Healthy.*

Music, etc. See "General Prescriptions."

Grade VI.

Reading. *Reader* No. VI. Rhythm and rime more carefully noted; vowel quantity or length.

Language. Oral and brief written exercise, as in Grade V. The verb, its three tenses; its principal parts, with stress upon compounding with the past participle only, to form new verbal locutions. Number, case, person, and errors of syntax involving these. Those few rules of syntax which avail in correcting wrong forms of speech. The several parts of speech. Practise in use of connectives.

Writing and Drawing. Copy-book and free-arm practise, as in grade V. Pictorial sketching, in mass, of incidents in child-life. Line drawing of flowers and their parts, vases, articles of furniture. Perspective of cube, rectangular solid, house, road-way, doorway, trees in field, etc. Mathematical drawing; drawing to scale; working-plans for wood and cardboard construction, as in grade V. Needle-work and constructive exercises.

Geography. The continents and oceans; European countries, capitals, rivers; the British Empire. Canada, in some detail, geographical, racial, industrial, commercial, civic. Longtitude; the seasons; unequal day and night observed, without detailed explanation; latitude, and elevation as affecting climate and products. Map interpretation. *Calkin's Introductory Geography.*

History. Lives of great Canadians. The chief migrations to Nova Scotia, Canada, and New Brunswick; French, English, German, Scottish, Loyalist. The American Colonies and the Revolution. Other British colonies. France and her colonies. Story of England to Cromwell's time. The relative antiquity of British, Roman, Greek Egyptian and Babylonian civilizations. Rudimentary notions of government as obedience to authority.

Arithmetic. Fractions, vulgar and decimal, mentioning rate per cent. Weights and measures, completed, with practical exercises and concrete application. Cubical content. *Text Part II* to end of Page 137.

Nature and Hygiene. Continuation of work of grade V.

Music. See "General Prescriptions."

Grade VII.

Reading. Annual Prescription. Special attention to vowel length. Metrical accent observed. Metaphor and simile recognized (See General Regulation.)

Language. - Composition, as in grades V and VI. Synthesis of sentence. Practise in use of connectives, *however, moreover, still, nevertheless, in view of,* etc. Inflection. The phrase and clause functioning as noun, as adjective, and as adverb. Enlargements and extensions. Letter-writing, business and social; punctuation. Goggin's *New Elementary* Grammar.

Writing and Drawing. As in preceding grades, with much practise of free-arm movement and attention to connecting and spacing and to uniformity of hight and slope. Drawing ,as in grade VI, but involving increased skill. Designing and decorating oil-cloths, book-covers, wall-brackets, paper knives, photograph frames. Construction in cardboard and wood; working-drawings. Linear (freehand) perspective drawing, and color-work, needlework.

Arithmetic. More difficult problems in weights and measures; square root; percentage, and its applications to interest, taxes, discount; promissory notes; mensuration of surfaces, *Text, Part II* to end of Exercise 8, page 194.

Geography. Home geography, physical and dynamical; Civics; federal and provincial governments; social and philanthropic institutions, and moral reforms.

Countries of North and South America, especially those of commercial importance, as in Calkin's *Introductory* Geography.

History. Canada, its great events and personages, from 1713 to 1867 as in Calkin's *Brief History* of Canada. England, from Cromwell to George III, with story of American Revolution as in *Brief History* of England, with interpretation and explanation by teacher. Renewed reference to ancient peoples and bible-lands.

Nature. Continuation of study of plant, animal, bird, and insect life—additional types to be studied, and family relationships noted. Structure of flower; pollination; usefulness of bees and other insects, of wind, etc., in pollination. Soils studied; chemistry of air, of flame, of water. Hygiene, as in text. (Teacher's Handbook for Oral lessons; *First Course in General Science*, (Henry, Holt and Co., New York).

Music, etc. See "General Prescriptions."

Grade VIII.

Reading. Annual Prescription. Meter and rime; careful discrimination of vowel-length; simile, metaphor, personification, and allegory. Private reading discussed. (See General Regulation).

Language. Oral and written composition, as in preceding grades. Description of mechanical and industrial processes, of playing of games, of life histories of insects, of natural features of district; letter-writing; abstracts and synopses; synthesis of sentences. Practise in use of connectives; e. g., *therefore*, *accordingly*, *altho*, *in spite of*, *if*, *provided*, *etc* Grammatical relations between words in sentences; complex sentences, orderly parsing, and analysis revealing only the more obvious relations. Punctuation.

Writing and Drawing. As in grade VII, with the addition of conventionalizing of natural forms as in historic ornamentation, borders, rugs, wall-papers, etc.; occasional rough sketching from nature. Constructive exercises and needlework as in grade VII.

Geography. Latitude and longitude, how determined; seasons, long and short days, explained.

Europe, especially the British Isles, France and Germany, and our commercial and racial relations therewith. Asia, especially Palestine, Japan, China, India, Persia; Africa, especially the South African

Dominion, Rhodesia, Egypt, Morocco, Tripoli; Australasia and the island colonies of Britain. Commercial geography; lands, routes, means of transport, peoples, languages, products. Government, trade-treaties, tariffs, postal systems.

History. Canada from 1867 with review of important events since 1713; England from George III to the present time, with interpretation and enlargement by teacher, and with review of important events since Cromwell. The principles of representative and of responsible government.

Arithmetic. Metric weights and measures and their English equivalents. Application of percentage extended; stocks, debentures, insurance. Mortgages, bills of sale, notes, paper money, methods of remitting money; day-book, cashbook, and ledger entries. Algebraic notation and the evaluation of formulas, especially the use of x to solve easy problems as equations. Marshall's *Book Keeping.* Arithmetic text *Part II*, completed and reviewed.

Nature. As in grade VII, with added orders and families of plants, insects, animals, birds. Cross and longitudinal section study of bean, corn, woods. Effects of seed selection; of fertilizers. Injurious insects and weeds and methods of extermination; insects as disease carriers, blights and fungus diseases of plants; fungicides. Birds as the farmer's friend. The thermometer, the barometer, the rain-gauge, electricity, magnetism, solar heat, storms; tidal phenomena. Hygiene, as in text. (Teacber's Handbook as in VII; and "first year course," "Fruit Growing and Common Weeds" as in Brittain.)

Music— etc. See "General Prescriptions."

---

108. OUTLINE OF TECHNICAL COURSES.
(1918.)

(Which may be Substituted for the Regular Grade Work in the same subjects).

Mechanical Drawing.

Grade VII.

Plate I. Use and care of different instruments; exact measuring of lines; drawing of lines to exact given length; drawing circles of different radii.

Plate II. (Drawings full size).

1. Shaft key, ½"x'½'x4";
2. Square anchor-bolt washer with hole;
3. Round stamped washer 3",—1" hole;
4. Hexagonal blank nut;
5. Blank pipe flange, four holes, 6" outside diameter.

Plate III. Lettering exercise, 60°; plain block letters.

Plate IV. Introduction of the principles of projection and of hidden and dotted lines.
All work to be third angle projection.
All drawings full size.

Plan, elevation or section of the following:
1. Shaft key, 4"x½"x½";
2. Hexagonal blank nut;
3. Blank pipe, flange, 6 holes.

Plate V. Further practise in work similar to that of former plates, drawings full size.
1. Threaded bolt 5"x1" square head and hexagonal nut off;
2. Same with nut on;
3. 6" pipe clamp—two views drawn half size.

Plate VI. Ideas of drawing to different scales and conventional signs, introduced.
1. Lap joint ½" boiler plate, two rivets, round heads, plan and section;
2. Eye-bolt—two views.
3. 3½" cast iron plug, plan, elevation and section.

Plate VII. Ideas similar to last plate.
1. Safety set collar for 2" shaft; plan, elevation and section thru set screws;
2. 3" tee joint for flanged pipe, elevation and plan half size;
3. Cast iron clamp box, half size.

Plate VIII. Geometrical problems using only ruler and compasses
1. Drawing perpendicular to a line—from a point;
2. Bisection of an angle;
3. Proportional division;
4. Drawing triangle having given three sides;
5. Drawing parallel lines.

Grade VIII.

Plate IX Review of principles taught in grade VII.
1. Bushing, hold 1½"x⅜"x4";
2. Packing nut from a valve;
3. Wirerope sheaf, 6" in diameter;
4. Piece of Octagon tool steel 4"x1½".

Plate X.
1. Wrought iron crank; two veins, drawn full size.
2. Flanged pipe coupling threaded, bolts and nuts in place; elevation and section full size.

Plate XI. Plotting. Introduction of Protractor.
1. Measure given angles.
2. Plot angles of 10°, 18°, 57°, 30′, 105°, 169.°
3. 3 to 9. Plotting triangles and quadrilaterals from data supplied.

Plate XII. Mensuration and measurement of hights and distances.
1 to 9. Problems, data to be obtained by pupils as directed by teacher.

Plate XIII.
1. Hand wheel of "globe valve," 9" in diameter, two views.
2. Development of 90° stove-pipe elbow, 2 pieces.

Plate XIV.
1. Flanged shaft coupling; three views plan, end and section.

MINING SCIENCE.

Grades VII and VIII.

1. Preparation of oxygen from Mercuric oxide. Show effect of burning splinter, charcoal, sulphur and iron wire.

2. Prepare carbon dioxide. Show properties and test.

3. Preparation of nitrogen. Show properties.

4. Atmosphere. Show that it contains the three gases previously studied.
5. Prepare Hydrogen. Show properties.

6. Water. Composition as shown by analysis, electrolysis and synthesis.

7. Combustion. Burn Zinc dust, magnesium, etc., to show that burning gives a gain in weight. Burn charcoal and test product.

8. Examination of a flame to learn its parts.

9. Effect of cold body and gauzes on a flame.

Grade VII.

Physics.

1 Forms of matter. Show that form depends on conditions. Practically illustrate by water, lead, sulphur, napthlene, etc.

2. Effects that changes of temperature produce on the length, diameter, volume, etc., of solids, liquids and gases.

3. Construction and uses of a thermometer. This must be illustrated by actual construction of a thermometer.

4. Modes of transmission of heat, illustrated by experiment and discussion; application to the industries and to every-day life.

5. Diffusion in liquids and gases. Illustrate by colored liquids.

6. Weight of air, demonstrated by actual weighing.

7. Barometer. Construction and practical application.

8. Boyle's Law worked out from experiments with a Boyle's Law tube.

Grade VII.

Physical Geography.

The earth as a globe; the atmosphere, climate, temperature, seasons weather; the ocean, currents, waves, tides; the land, continents, rocks wearing away and building up of land, plains, coastal plains, wells, action of rivers, faults, mountains, life history of mountains, folded mountains, valleys, volcanoes, lava; rivers and valleys, underground water geysers, deltas, history of a river; waste of the land, formation of soil—floods, lakes, effect of winds, deserts, glaciers; shore lines, reefs, elevation and depression of land; earth's magnetism.

Different kinds of rocks, interior, exterior; volcanic and sedimentary,

Rocks classified according to their method of formation;

Volcanic	Granite.
Deposited by water	Sandstone. Slate. Limestone. Conglomerate.

Formation of coal:—story of the formation of coal in its simplest form.

Grade VIII.

Physics.

1. Review of work of grade VII. The experiments in heat are here to be performed quantitatively as far as possible. Barometer, diffusion of gases, and Boyle's Law reviewed with a fuller discussion of their uses in the industries.

2. Pumps—Common Lifting and Force—introduced and their construction and action explained.

3. Experiments in the weight of equal volumes of different substances. Specific gravity and its application.

4. Mechanics and Machines.

(1) Experiments with levers to show their uses and advantages. Bring out the relation between lengths of arms and loads.

(2) Classes of levers. Illustrate by models and, as far as possible, by practical application in machines.

(3) Experiments with the wheel and axle and windlass to bring out construction, relation of parts, uses and advantages. Here note particularly their practical application.

(4) Experiments with inclined plane to bring out the relation of power and resistance to hight and length of slope.

5. Screw—construction and practical application.

All the work outlined above must be thoroly illustrated by experiments and its practical application to modern industry clearly pointed out.

Grade VIII.

Physical Geography.

Thoro review of work of seventh grade with a much more detailed treatment.

Earth-solar system, history of descent of earth from a body like the sun.

Glaciers; glacial history of Nova Scotia.

The sea and sea shores, sea deposits. Movements of the earth's crust folding, faulting, earthquakes, volcanoes, underground structures of volcanic origin.

Different kinds of rocks;
Volcanic:—Quartz, Granite, Syenite.
Aqueous:—Conglomerate, Sandstone, Millstone,- Grit, Shale, Slate, Fireclay, Marl, Limestone.

Earth's history as told by geology.

Common fossils, kinds and significance.

Simplified story of various ages.
Recent:—Quaternary (appearance of man), Tertiary (age of mammals) Cretaceous (age of reptiles).
Middle:— Jurassic, Triassic.
Primary:—Carboniferous (age of luxurious vegetation), Devonian (age of fishes), Silurian (age of shell fish), Cambrian (age of simple life, worms, etc.)

Foundation:—Archaean.

How to know common minerals such as pyrite, quartz, calcite, mica, hematite, magnetite, chalcopyrite, fluorite and galena.

Note.—This course, which at the option of any school board can be substituted for the corresponding work of the regular course of study for the public schools will probably be extended next year into grade IX. In this event, optional examination papers will be provided, to be taken as substitutes for the corresponding regular high school papers of grade IX.

Optional questions will be provided in the County Academy Entrance Examination papers, for candidates taking these substitution subjects instead of the corresponding ones of the regular coursel.

109. PROGRAM FOR RURAL SCHOOLS WITH ONE TEACHER.

Covering Grades I to VIII of the Common Schools.

The work presented in each class should occupy in general two years.

There should not be separate classes (Forms) made for each grade. All pupils coming intl the form for the first time should be marked in the Register as of the lower grade. All the pupils whom the teacher thinks likely to be promoted to t e next form next year should be marked as of the higher grade in the Register.

Inspectors may recommend this course for other schools where they deem it advisable.

Teachers shall file a time-table with inspector as soon after opening school as convenient, but not later than October 1st in each year.

Physical drill must be given twice daily in all classes.

Form I. (*Grades I and II*).

Reading:—Not less than three lessons daily, chiefly from blackboard while the Reader is used. Words—names of familiar objects and sentences from these words. Phonetic practise, word building sounds of the letters derived from the words. Reader No. I. Continued drill in word analysis and word building. Reader No. II. for second year, with continued drill in words, both oral and written

Spelling and meaning of all words used. Use script or written forms of the letters from the beginning.

Note. Teachers should avoid teaching the names of the letters to beginners. The sounds of the letters should be learned from the words. Not until children are familiar with the sound of the letters should they be given the names.

Language:—Daily. Sentence building, story telling, conversation between teacher and pupils centering around nature topics and children's homes. Correcting wrong forms of speech. Recitations from memory of select passages. Summary of stories read by teacher. Children should be encouraged to express themselves freely, concisely and in sentence.

Writing:—Daily. Forms of letters taught from blackboard. Careful copying of letters, words and sentences. Free-arm practise in repeated ovals as *o*, strokes that compose *m* and *n*, the letters, *i. e.*, etc. Connecting these to form letter and words. Prescribed copy-books 1 and 2.

Drawing:—Daily. Stick-laying and drawing the designs thus formed. Drawing to illustrate language and nature lessons. Simple drawings in flat only, as in Augsburg's or Prang's. Drawing of leaves, buds, roots, fruit, trees, in outline, or in mass-drawing with crayola and pencil. Original designs. Pupils should be encouraged to create designs and draw them.

Arithmetic:—Daily. Numbers up to 1000. Ideas of number developed from objects. Units, tens and hundreds developed. Addition, subtraction, multiplication, and division developed orally, beginning with small numbers and advancing gradually as pupils become familiar with smaller combinations. Table of tens. Daily drill orally in the four rules. Counting by twos threes and fours, etc. Analysis of numbers into units, tens, hundreds, etc.

Note:—During the first year pupils should not deal with numbers beyond 50 . They should be given short oral drill two or three times each day so that they may become thoroly familiar with the combinations of these numbers instead of forming the habit of counting, which is neither rapid nor accurate. Insist on absolute accuracy from the beginning in every attempt.

Nature:—Daily. Talks with the children on Seasons. Points of compass. The sun in winter and in summer. Frost, rain, snow, sky, weather, etc. Growth of plants, etc. Birds, insects. Substances, heavy and light. Colors as red, blue, green, yellow. Elementary hygiene; care of eyes, teeth , mouth, nose; cleanliness, drinking cups, etc.

Music:—At least three times daily. Inspectors should not accept any excuse for absence of singing in a school. Simple songs by rote.

Note. There will always be some who can lead the singing, even if the teacher cannot do so.

Form 2. (*Grade III and IV*).

Reading:—Two or three lessons daily.

Note. Before beginning a reading lesson teachers should see that all pupils in their seats have work to do, and under no circumstances whatever, should they give their attention to anything else while the reading lesson is being conducted.

Readers III and IV. Special attention must be given to pronunciation, expression, the meanings of words and to the story of the lesson. Drill in spelling, partly oral but chiefly written. Pupils should be able to give a good summary of each lesson before it is passed over, and should be encouraged to get and use a small dictionary.

Language:—Daily, as in preceding grades. Story telling, short summary of reading lessons. The summarizing of stories read by teacher and of oral lessons. Correcting wrong forms of speech. Use of capital letters and common punctuation marks as illustrated in reading lessons, etc. The "Sentence" should be fully understood at this stage.

Note. This work should be largely oral at first and later both oral and written. Each pupil should have an exercise book for language to be examined by inspector, parents or any visitor.

Writing:—Daily. Practise in free hand movements of the elements composing letters. Copy books 3 and 4.

Note. Writing should be carried on by the whole school at the same time, and the teacher should give the lesson her undivided attention.

Drawing:—Daily. Mass-drawing with crayola. Easy outline drawing. Practise in drawing fruits, roots, leaves, buds, outlines of animal forms, action figures, borders, original designs. Drawing of triangle, square, rectangle, etc. Using these to introduce outline drawings of tents, barn, basket, bird cage, etc. Grouping of familiar objects such as posts, trees, camps etc. Augsburg's or Prang's.

Note. Teachers should not attempt to represent solids until pupils have first had the principles of perspective clearly outlined.

Arithmetic:—Daily. Notation and numeration continued up to 1000000. Daily class drill in four fundamental rules to secure accuracy and rapidity. Analysis of numbers. Long division. Idea of fractions, such as halves, thirds, fourths, etc., developed orally. Factoring division by cancellation; measuring feet, inches; estimating lengths, distance, weights, time, etc.; dollars and cents. *Text, Part I* begun.

Geography and History:—(On alternate days). Geography of Nova Scotia orally and from map. Map of Nova Scotia by pupils. Natural resources, industries, products, leading ports and lines of railways, etc. Stories of early settlers and explorers orally.

Nature. Daily. Work of Form I extended. Day and night. The seasons. Sprouting of seeds and bulbs. Observing buds and blossoms, dispersal of seeds. Evergreen trees, cones, etc. Weeds injurious to farmers. Life history of one or two insects, as the housefly, cabbage worm, currant worm, potato bug, etc. Hygiene; pure air, breathing, pure water, alcoholic drinks, etc. The leading minerals of the Province.

Music:—As in Form I, with elementary facts of musical notation and time. Tonic sol-fa, or staff notation.

Form 3. (*Grades V and VI*).

Reading:—At least one lesson daily. See Note under Form 2 Reading. Readers V and VI. Attention to expression, punctuation, meanings of words and interpretation of literature of the lesson. Substance of lessons given orally by the pupils. Spelling, written and oral, of all words used.

Language:—Written sketches of lessons read. Sketches of stories read by teacher. Letter-writing. Sketches of oral lessons. Synthesis of sentences. Parts of speech. Parts of sentence. Punctuation reviewed and extended. Parsing and analysis begun.

Writing and Drawing:—Alternate days. See note under writing, Form II. Copy books 5 and 6.

Drawing:—Principles of perspective fully taken up and illustrated by drawings, such as rectangular solids, house, roadway, trees at different distances in a field, etc. Model and object drawing, with crayola and pencil. Teachers can easily secure a variety of models such as cup, ink bottle, vase, pitcher, knife, hammer, etc. Easy designs as in wall paper, book covers, etc. Easy drawings to scale with measurement. Augsburg's or Prang's.

Arithmetic:—Daily. Work of Form 2 thoroly reviewed. Fractions, vulgar and decimal, reduction, weights and measures thoroly taken up and reviewed, making out of bills. Canadian money, square measure, cubic contents. *Text*, *Part I* completed, and *Part II* begun.

Note. Not less than ten minutes daily should be devoted to class drill and explanations in connexion with the different subjects taken up, in addition to the regular desk work period.

Geography and History:—Alternate days. Geography of North America with the Dominion of Canada in detail, orally at first, later from the book. Map of North America and Dominion of Canada in detail. Our trade relations with other countries. Our resources, industries, routes of travel, seaports, etc., fully taken up. History of Canada orally.

Notes. Highroads of History and Highroads of Geography (T. Nelson and Sons,) should be on every teacher's desk.

Nature:—As in Form II continued. Heat effects—expansion, ventilation, combustion. Buoyancy of fluids. Hygiene, orally at first, later from the book. *Text*—"*How to be Healthy.*"

Music:—As in Form II with corresponding advance.

Form 4. (*Grades VII and VIII*).

Reading:—Daily. (See note Reading Form 2). Prescribed Reading. Critical study of passages read. Memorizing of select passages. Spelling, oral and written. Teachers should take care that pupils read clearly, distinctly and with expression.

Language:—Daily. Letter writing, weekly essays and sketches. Parts of speech fully taken up. Synthesis of sentences. Parsing and analysis extended. Phrase and clause functioning as noun, adjective and adverb. Different kinds of sentences, paragraph, figures of speech. Text: Goggin's *New Elementary Grammar* (Educ. Book Co.).

Writing:—Practise in free arm movements with attention to spacing and to uniform hight and slope. Prescribed copy books 7 and 8.

Drawing:—Practise in perspective as in Form 3. Drawings from natural objects, flowers, fruits, trees, etc. Decorative drawing, wall paper, oil cloth, book covers, borders, rugs. Sketching from nature. Augsburg's or Prang's. Plotting from scale.

Note. Pupils in this form might use colored crayolas with good effect, or better, water colors.

Arithmetic:—Thoro review of Form 2 and Form 3. Special review of fractions, vulgar and decimal. Weights and measures, percentage, interest, taxes, discount, insurance, stocks, debentures. Promissory notes, bills of sale, mortgages, drafts, bills of exchange, etc., cheques, etc., day book, cash-book, ledger, posting of simple accounts, algebraic notation, evaluation of formulae using x to solve easy problems as equations. [It is recommended that the equivalent of the first five chapters of the High School Algebra form the basis of the County Academy Examination]. The text book should not be required to be in the hands of the pupils] Arithmetic text completed and reviewed. *Marshall's Bookkeeping* (MacKinlay).

Note. Not less than twenty minutes daily should be devoted to class drill and explanations of the principles involved in each subject, in addition to the regular desk work.

Geography and History:—Alternate days. Countries of North and South America, especially those of commercial importance. Europe, especially British Isles, France, Germany. Asia and Africa—those of commercial importance. Climatic phenomena, commercial geography, land routes, means of transportation, people, products, governments, trade relations, postal system, etc.

History of Canada in detail. Federal and provincial governments. Responsible government. English history from George III to present time.

Nature:—Hygiene completed and thoroly reviewed. Chemistry of air, flame, water. Simple electrical effects. Conduction of heat. Insects injurious to plants, injurious weeds and how to exterminate them, study of rocks and minerals, birds, etc.

Music:—As in previous Forms, but with a corresponding advance

Note. While the singing will be common with all the Forms advanced pupils should be given lessons in musical notation sufficient to enable them to read simple music correctly in either the tonic sol-fa *or* staff notations.

The following is an actual Time Table which is *not prescribed*, and is given here as only one old solution of the problem, the form of which may enable new teachers to construct one suited to their school.

110. A SUGGESTIVE TIME TABLE (Not prescribed).

(Miscellaneous "Common" School—40 pupils)

(a) = (Gr. VIII and VII), 7 pupils; (b) = (Gr. VI and V), 9 pupils; (c) = (G. IV and III), 11 pupils; (d) = (Gr. II and I), 13 pupils.

Time When.		Recitation in Class.		Seat Work.			
		Mondays Wednesdays Fridays	Tuesdays Thursdays	(a), (b), (c) and (d) as in Journal of Education.			
			.	(a)	(b)	(c)	(d)
9:00 to 9:10	10	Devotional Exercises........		......	......	......	......
9:10 " 9:15	5	Music........	Music........	......	......	......	......
9:15 " 9:30	15	(d) Readingetc	(d) Reading...	Arith.	Eng...	Eng....	......
9:30 " 9:50	20	(c) Reader etc.	(c) Reader etc.	Arith.	Eng...	......	Eng.
9:50 " 10:00	10	(b) Reader etc.	(b) Reader....	Arith.	......	Eng...	Eng.
10:00 " 10:15	15	(a) Reader....	(a) Hygiene...	......	Arith.	Arith.	Arith.
10:15 " 10:30	15	(a) Gram. etc.	(a) Comp.....	......	Arith.	Arith.	Arith.
10:30 " 10:45	15	Recess and a Song.					
10:45 " 10:55	10	(a) Arith......	(a) ArithorAlg	......	Arith.	Arith.	Slates
10:55 " 11:05	10	(b) Arith.....	(b) Arith......	Arith.	......	Arith.	Slates
11:05 " 11:10	5	(c) Arith......	(c) Arith......	Arith.	Arith.	......	Slates
11:10 " 11:15	5	(d) Arith......	(d) Arith......	Arith.	Arith.	Arith.	......
11:15 " 11:30	15	(d) Reading...	(d) Reading...	Arith.	Arith.	Arith.	......
11:30 " 12:00	30	Writing......	Drawing Free or Math	......	......	......	......
12:00 " 1:00	60	Noon Intermission.					
1:00 " 1:05	5	Music........	Music........	......	......	......	......
1:05 " 1:15	10	Geog. etc(oral)	His. etc. (oral)	G & H	......	......	......
1:15 " 1:30	15	(a) Geog......	(a) His.......	......	Eng...	Eng...	Eng.
1:30 " 1:45	15	(b) Readeretc.	(b) Hygiene...	Arith.	......	Eng...	Eng.
1:45 " 2:00	15	(b) Gram. etc.	(b) Comp.....	or BK	......	Eng...	Slates
2:00 " 2:10	10	(c) Reader etc.	(c) Reader etc.	or Alg.	Arith.	......	Slates
2:10 " 2:30	20	(d) Reading...	(d) Reading...	Arith.	Arith.	Eng...	......
2:30 " 2:45	15	Recess and a Song.					
2:45 " 3:00	15	Nature Les.... (Botany, etc).	Nature Les.... (Physics, etc.)	......	......	......	......
3:00 " 3:05	5	(d) Arith......	(d) Arith......	Arith.	Eng.	Eng. .	......
3:05 " 3:10	5	(c) Arith......	(c) Arith......	Arith.	Eng. .	......	Arith.
3:10 " 3:20	10	(b) Arith......	(b) Arith.....	Arith.	......	Arith.	Slates
3:20 " 3:30	10	(a) Arith.....	(a)Arith orBK	......	Arith.	Arith.	Eng.
3:30 " 3:40	10	(c)Reading....	(c) Reading...	Arith.	Arith.	......	Eng.
3:40 " 3:55	15	(d) Reading...	(d) Reading...	Arith.	Arith.	Eng...	......
3:55 " 4:00	5	General Intim	ations........	......	......	......	......

Physical Exercises: When most convenient, preferably a little after the middle of each session for *two* minutes *three* or *four* times each day. Sometimes special time will have to be given to this subject, especially when the exercises are new.

Reading includes "Spelling," "Definition," "Grammatical" and other questions.

Geo. (oral) and *His.* (oral), includes "Geographical Nature Lessons," and 'M. and P. Duties."

Nature Lessons include Science generally from Gr. I to IX.

If there are IX pupils, they might aid by taking (d) classes sometimes, etc., and thus save time for Grade IX subjects.

Notes.

Lessons in nature specially designed for either the Advanced Primary or the Intermediate class should engage the attention of both classes; and lessons in this branch designed for the Preparatory should be followed also by the pupils of the Intermediate.

In addition to the chorus singing by the whole school, "by ear," instruction in musical notation should be begun. At first, two divisions or grades of instruction will suffice. Later, the preparatory may be able to go faster and form a third grade. In the succeeding year, a four-grade division may be found convenient. Occasional five-minute lessons smartly conducted will achieve a good deal in one year.

Well chosen and varied occupations as desk-work should be planned out for each day. These, when pupils are trained to the habit of working silently and independently, will reinforce and implement the instruction in language, writing, drawing, nature, geography, history, or whatever subject they may be drawn from.

Physical exercises should be given at least three times a day, in periods varying from two to five minutes; and these peiods should be so timed as to come midway between opening or closing of school and recess.

Frequent and repeated reviews are necessary with young children.

111. FOR COMMON SCHOOL WITH TWO TEACHERS.

Junior.

Reading. Four or fewer ,divisions as in Readers I to IV with phonic exercise, spelling, directed conversation on the substance of the reading lesson, memorizing and expressive rendering of choice passages.

Language. Three, or fewer, divisions. Correction of false forms of speech, of obscure or otherwise faulty utterance; oral reproduction of content of lesson in reading or nature; sentence-making and sentence-writing; subject and predicate, noun, pronoun, and adjective, the period, the comma, the capital letter, the commonest abbreviations; simplest letter-writing.

Writing and Drawing. Three divisions, or more, in writing, receiving instruction simultaneously. Drawing on blackboard, and with crayola, chiefly "mass" drawing.

Arithmetic. Four or fewer, divisions. Scope, as indicated in "Special Prescriptions" for grades I, II ,III, IV. Two or more divisions may be taught and practised simultaneously.

Nature. Two divisions, the lesson to the upper division being listened to by the pupils of the lower. Seasons and occupations; plant, animal, insect, and bird life, natural features of home district, weather phenomena, to both divisions. Identification of parts of flower, of birds by plumage, etc., of minerals, etc., only to more advanced division.

Physical Exercises. Two to five minutes, thrice a day, facts of hygiene being explained in connexion with these exercises.

Music. At least four songs, with tonic sol-fa, or staff, notation At least four other songs and hymns sung expressively, by note, with words memorized.

Construction Exercises. Stick-laying for younger children; tearing or "free" cutting of paper into forms of familiar objects; construction in cardboard, of box, cylinder, cone, etc.

Senior.

Reading. Three divisions, or two divisions, according to whether or not there are pupils in Readers, Nos. V and VI and pupils more advanced. Conspicuous figures of language; rhythm, meter, rime. Oral abstracts, paraphrases of short passages; reproduction of facts and principles expounded in the Hygiene Text. The advanced division will read the prescriptions for VII and VIII.

Language. Rudiments of English grammar, especially to furnish ability to derive, to understand, and to apply the rules of syntax operative in correcting errors. The phrase and clause elements and their relation to sentence structure. Parsing and analysis, with the object of utilizing these as tests of the pupil's understanding of the thought and thought relations of passages studied. Oral and written description and narration; business, private, and social correspondence.

Writing and Drawing. Two or three, divisions, Copy-book and loose paper practise in writing, as explained in "General Prescriptions" Drawing of Natural history and other objects singly, grouped, and conventionalized; color-study; designing of Easter card, of wall-paper, leaded-glass, paper-knife, book-cover etc.; sketch-drawing of architectural and other subjects; drawing to scale; mathematical drawing, and problem-solving by mathematical drawing.

Arithmetic. Three divisions, or fewer. Scope, as indicated in "Special Prescriptions" for grades V to VIII. Two or three classes may be conducted simultaneously.

Nature. If teacher finds the school very deficient in this branch, he may commence the term with one division only, coverning thus the general field of study, atmosphere, plant, animal, bird, and insect life, mineral and rock, heavenly bodies, etc. At the end of a few weeks a two-fold division will probably be found necessary, the older pupils seizing more quickly the ideas of differentiation into plant and insect families, chemical and physical phenomena, identification features, principles of horticulture, etc.

Geography. Three divisions, V or VI, and VIII. Scope, as indicated in "Special Prescriptions' for those grades, in an eight grade system.

History. Two divisions, corresponding to grades VI or VII, and VIII. Scope, as indicated in "Special Prescriptions" for those grades.

Physical Exercises. Three to five minutes, thrice daily.

Music. At least four songs, with tonic sol-fa, or staff notation. At least six other national and folk songs of recognized merit, or hymns, Easter and Christmas carols, etc., acceptable to all creeds, "by ear", expressively, and with at least two stanzas of each memorized.

Constructive Exercises, in paper, cardboard, or wood, of articles such as paper-knife, wall-pocket. pin-tray. magazine -cover. book-stand for table; geometrical solids made to measurement; clay-modeling. if desired or needlework; book-stitching, repairing, making.

112. FOR A COMMON SCHOOL WITH THREE TEACHERS.

Lower.

Reading. Readers Nos. I ,II and III, with phonic exercise, spelling directed conversation on substance of lesson, memorizing and expressive rendering of choice passages.

Language—two divisions. Correction of false forms of speech, of obscure or otherwise faulty utterance; sentence-making; the capital, full-stop, and question mark.

Writing and Drawing. Letters of alphabet, words, short sentences, connection of letters noted; free-arm practise on ovals, connected e's, etc., for older pupils; all divisions to be exercised simultaneously. Drawing, on blackboard, and with crayola, chiefly in "mass."

Arithmetic. As in Special Prescriptions for grades I, II, III, of an eight-grade school; all divisions to be practised simultaneously.

Nature. One division will suffice at commencement of term, later, two divisions, the pupils of the lower division attending to both lessons. Plants, trees, buds, fruits, vegetables, pet and domestic animals, squirrel, and rabbit, weather phenomena and chart. For older pupils, parts of flower, deciduous and evergreen plants, life of insects, songs of birds. Natural features of district, seasons and occupations.

Physical Exercises. Two or five minutes, three times a day. Facts of hygiene explained in connexion with these health-exercises.

Music. At least three songs, with notation, (sol-fa, or staff). At least three other songs and hymns, by rote, with words memorized.

Constructive Exercises, Stick-laying, paper-folding, tearing and cutting, making cornucopia, napkin-ring, book-cover; clay-modeling, if desired.

Middle.

Reading. Readers No. IV. V and VI, with spelling and discussion. Hygiene Text.

Language. Oral reproduction and occasional brief written statement of substance of reading or nature lesson. The sentence and its elements, the parts of speech and their more obvious relations; application of four rules of syntax operative in correcting errors. Letter-writing, punctuation, including use of comma and quotation marks.

Writing and Drawing. Copybook and free-arm practise; older pupils to develop moderate speed in free-arm practise on loose paper. Drawing, as an aid to nature lessons, to geography, to constructive work; easy drawing to scale. Color-study; designing, book-cover; decoration, simple wall paper pattern; easy perspective, and its recognition in buildings and in the actual landscape.

Arithmetic. As indicated in grades IV, V, VI, in Special Prescriptions for an eight grade school.

Nature. Plants, animals, insects, birds, weather, heavenly bodies, rocks, and minerals. Seed-dispersal, idea of plant-families, animal-families; functions of roots and stems; parts of flower and functions. Life histories of two or three insects from direct observation; injurious and harmless insects. Birds, their identification, their value to man. Orders of animals.

Physical Exercises. Two to five minutes, three times a day.

Music. At least three songs, with notation, (sol-fa, or staff). At least three other appropriate folk songs or national songs or hymns, Easter and Christmas carols, etc., sung with expression and with at least three stanzas of each memorized.

Constructive Exercises. Cardboard work, as in junior division extended, wood-work, needle-work, if desired.

Geography—two divisions. Lower division, home geography and industries; surface-phenomena; agencies of change on surface of earth; Nova Scotia and, in slight detail, Canada; the earth as a sphere day and night; sketch-plans, and maps.

Upper division, Canada, in detail; Europe and the British Empire, in very slight detail; map-interpretation; climatic causes; government, and public services; means of communication.

History—One division. The makers of early American and Canadian history; the settling of Nova Scotia at different periods and in different districts. France and her colonies. The ancient civilizations and their relative antiquity; Babylonian, Egyptian, Israelite, Greek, Roman. The story of England to Cromwell's time, told orally.

Upper.

Reading. Prescriptions for VII and VIII. Hygiene Text. Study of figurative language, elements of prosody, memorizing and recitation of choice extracts; brief abstract and paraphrase, oral and written.

Language—One division. Practical principles of syntax derived inductively, and applied to the correction of false forms of speech. Word, phrase, and clause elements, and their part in sentence structure. Parsing and analysis, with the object of utilizing these as tests of the pupil's comprehension of the thought and thought-relations of passages studied. Oral and written description and narration; description and narration; business, private and social correspondence

Writing and Drawing: One division; or, two divisions working simultaneously. Copy-book and losse-paper practise in writing as explained in "General Prescriptions." Drawing of natural history and other objects singly, grouped pictorially, and conventionalized; designing and decorating in colors (crayola) of book-covers, wall-paper, Christmas and Easter cards, paper-knife, etc., drawing to scale, and problem-solving by mathematical drawing; sketch of buildings, trees in field, etc.

Arithmetic—Two divisions. Scope as indicated for grades VII and VIII in Special Prescriptions for an eight-grade school.

Nature At commencement, one division, developing, later, into two, if a fair proportion of pupils show special interest.

Pollination and its agencies (insect, wind). Grafting, budding, layering, cutting, as means of propagation. Plant-families, e. g., rose, crucifer, thistle, legume, buttercup; weeds and methods of eradication; simpler forms of plant life, as in ferns, mushrooms; mildews, blight and rust in plants (as in garden strawberry, raspberry) noted; black-knot in plum trees, apple scab, etc., observed; fungicides. Importance, to the farmer, of clean, healthy seed.

Injurious insects, as potato-beetle, cutworm, barkhouse or scale, tent-caterpillar, currant-worm, studied at first hand; insecticides.

Useful animals, as cows, sheep, horses, toads; useful birds, as the scavengers, the insect eaters and the devourers of weed-seeds.

Chemistry of the air and of water; the nature of combustion. Soil-experiments, to show constituents, organic and inorganic, power to retain moisture, effects of drainage. The meaning of fertility of soil.

The thermometer and barometer, how made and used. Electrical and magnetic energies, how used in machinery, telegraphy, lighting and heating.

Geography—two divisions. Scope of work, as in grades VII and VIII in Special Prescriptions for a school of eight grades.

History—Two divisions, as in Geography. Lower division: History of Canada, from 1713 to 1867, with instruction centering around a few great personages and great events. The story of England from Cromwell to George III told orally. Renewed reference to ancient peoples, personages, and bible-lands. Our social Institutions and philanthropic endeavours. Upper division: History of Canada, from 1867 to the present. History of England from George III to the present. The principles of representative and of responsible government.

Physical Training. Two to five minutes three times a day.

Singing. At least three songs, with notation (sol-fa ,or staff). At least three other appropriate folk songs, national songs, hymns, Easter or Christmas carols, sung with expression and with three stanzas of each memorized.

Constructive Exercises, in cardboard or wood, of such articles as a wall-pocket pin-tray, wall-bracket, magazine cover, paper-knife, fish-line winder, book-rest for table; geometrical solids, made to measurements; clay-modeling, if desired; needle-work; book-stitching, making and repairing.

113. COUNTY ACADEMY ENTRANCE EXAMINATION, 1920.

The regular mode of admission into county academies shall be by an entrance examination in the last week of the school term in June *mainly on the subjects of Grade VIII.* There shall be six subjects of examination as follows: the questions being sent out from the Education Office:—(1) *Reading*—to be tested by the examiners on the Grade VIII reading. *Music*—Candidates known from individual or class exercises, or from reliable certificates, to be able to sing especially when they have a practical acquaintance with any system of musica notation, may receive an extra mark as a bonus under this head at the option of the examiner, provided the *Reading* is passable. (2) *English Language.* (3) *Drawing and Book-keeping.* (4) *Geography and History. Geography* as in Calkin's *Introductory. History of Canada* as in Calkin's *Brief* History of Canada, and *History of England.* as in Brief History of England. (5) *General Knowledge* including (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native tribes, and the common weeds and insects injurious to agriculture. [Britain's Elementary Agriculture—"First Year Course" and "Common Weeds."] (b) The common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *School Hygiene.* (e) *Mechanic or Domestic or Rural Science.* (f) *Music as in* Regulations and *Physical Training.* (6) *Mathematics.*

For a pass, 60% will henceforward be required on both English Language and Mathematics. Dictation of memorized literature and correct writing of a list of commonly mis-spelled words may be required.

Note.—In the subject of *General Knowledge* in the County Academy Entrance Examination a certificate of a full years' course in Mechanic Science, Domestic Science, Agriculture or other vocational productive work shall count as three questions, with a maximum value of 30 points for a perfect course.

Vocational productive work shall be defined to be any work that adds to the material wealth of the Country. Merit marks for cocational work other than Mechanic or Domestic Science shall be determined and adjudged by persons appointed by the Department of Education, and in Agriculture by the Director of Rural Science.

Applicants for these certificates other than in Mechanic or Domestic Science shall notify the Inspector thru a teacher, at the opening of school, or not later than 15th September preceding the examination.

114. HIGH SCHOOL PROGRAM.

FOR THE YEAR BEGINNING AUGUST, 1921.

NOTE.—The Prices of the various books may be found in the price list of the NOVA SCOTIA SCHOOL BOOK BUREAU.

To shorten the titles on covers of certain books the words "*The Ontario*" have been left off. For example "*High School Reader*" is printed on the cover of the book used in Grades IX and X, instead of the longer title "*The Ontario High School Reader.*"]

GRADE IX.

(English and any other *five* subjects imperative).

1. ENGLISH:—(a) LITERATURE:—*The Ontario* "*High School Reader*" (Revised Edition) by Marty

(Can. Pub. Co.) to end of page 136, including the introductory chapter on the "Principles of Reading," with critical study, word analysis, prosody and the committing to memory of the following selections:—*"The Banner of St. George," "The Dead," "Off Heligoland," "The Eternal Goodness,"* For theme writing:—*Dickens, "A Christmas Carol," Ruskin "The King of the Golden River* (one Vol.) (Copp Clark). (b) COMPOSITION:—*Ontario High School English Composition* (Copp Clark) Part I, Pages 1-159, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing. (c) GRAMMAR:—*A High School English Grammar,* by Jones, Horning and Morrow (J. M. Dent & Sons) Chapters I, II, III, IV, with a few oral lessons on matters contained in Chapters V to VIII, and references to those chapters as may be deemed necessary by the teacher. Easy exercises in parsing and analysis. (d) SPELLING:—*Nova Scotia Public School Speller* (Copp Clark), Pages 169 to 183 both inclusive.

2. LATIN:—*Ontario High School Latin Book* by Robertson and Carruthers (Educ. Book Co.), to end of Lesson XLII, Page 152 ,omitting the (B) exercises.

[The Roman (phonetic) pronunciation of Latin is to be used. Great care should be taken from the very beginning to teach the student to pronounce accurately, giving attention both to quantity and accent, and to read the Latin fluently and intelligently. The various word-lists thruout the book should be thoroly mastered with a view to the acquiring of a good working vocabulary. Recitation of memorized passages and conversation should be practised in every foreign language studied].

3. FRENCH:—*Ontario High School French Grammar* by Fraser and Squair (Copp Clark), Lessons I to XXV inclusive. Bertenshaw's *First Conversational French Reader* (Longmans), Lessons 1 to 25 inclusive.

4. GEOGRAPHY:—Physical and Astronomical. *Calkin's General Geography* (MacKinlay) for general geography of continents and British Empire in detail.

5. ARITHMETIC:—*Academic Arithmetic* (Allen), to Page 63.

[No examination questions will be taken from "Scales of Notation," "Continued Fractions" and "Recurring Decimals." Students wishing to excel in Mathematics, are, however, strongly recommended to master these subjects.]

6. ALGEBRA:—*N. S. High School Algebra* (Macmillan), to end of Chapter X.

7. DRAWING:—(a) Morton's *Mechanical Drawing* (Allen), with the construction of the figures in Euclid, Book I.

(b) Model and object drawing and Thompson's *Manual Training, No.* 2 (D. C. Heath).

8. SCIENCE:—Any two of these five subjects: (a) BOTANY:—Bailey's *Beginners' Botany* (Either the general edition or the western edition will serve) (Macmillan), and the study of the Wild Plants of the Phenological Observations, with the more common ferns in detail. (*Spotton's* Botany contains the most concise flora yet published for the use of students).

(b) AGRICULTURE:—Brittain's *Elementary Agriculture and Nature Study*, M. P. Edition (Educ. Book Co.), "Second Year" Course, Pages 115 to 243.

[The "first year" course and the closing chapters of the book on "fruit-growing" and "common weeds" will be valuable for general reading as well as for the practical application of Botany—and for the teacher in giving Nature Study lessons in Grade VIII].

(c) PHYSICS:—Oral lessons, with simple experiments based upon *Elementary Physics for High Schools* by Merchant and Chant (Copp, Clark). Text book in hands of teacher only.

(d) MECHANIC SCIENCE:—Standard Course.

(e) DOMESTIC SCIENCE:—Standard Course.

†[Valued thru Inspector of Manual Training].

GRADE X.

(English and any other *five* subjects imperative).

1. ENGLISH:—(a) LITERATURE:—*The Ontario "High School Reader"* (Revised Edition) by Marty (Can. Pub. Co.) to end of Page 136, including the introductory Chapter on the "Principles of Reading," with critical study, word analysis, prosody and the committing to memory of the following selections:—*"The Banner of St. George," "The Dead," "Off Heligoland," "The Eternal Goodness,"* For theme writing:—

Dickens' "*Tale of Two Cities*," (Kings Treasuries Series of Literature) (J. M. Dent & Sons). (b) COMPOSITION:—*Ontario High School English Composition*, Part II, Pages 160 to end of book, with special attention to the development of readiness and accuracy in written narrative description, exposition and general correspondence. (c) GRAMMAR:—*N. S. English Grammar* complete. [For the year beginning August 1922, "A High School English Grammar" (as in Grade IX) Chapter V, VI, VII, VIII, with a review of previous chapters]. (d) SPELLING:—*Nova Scotia Public School Speller*, Pages 184 to end of book. (Appendix for reference only).

2. LATIN:—*Ontario High School Latin Book*, from Lesson XLII to the end of Page 299, omitting (B) and (C) exercises.

[The Roman (phonetic) pronunciation of Latin is to be used. Great care should be taken from the very beginning to teach the student to pronounce accurately, giving attention both to quantity and accent, and to read the Latin fluently and intelligently. The various word-lists thruout the book should be thoroly mastered with a view to the acquiring of a good working vocabulary. Recitation of memorized passages and conversation should be practised in every foreign language studied].

3. GREEK:—White's *First Greek Book* (Ginn & Co.), Lessons 1 to end of XL.

4. FRENCH:—*Ontario High School French Grammar*, Lesson XXVI to LI inclusive with a review of the preceding lessons. *First Conversational Reader*, Lessons 26 to end of book, including the section on "Conversation."

5. GERMAN:—Joynes-Meissner's *Grammar* (D. C. Heath), to end of Lesson XXV, with Buchheim's *Modern German Reader, Part I*, (Ox. Univ. Press), *first* division only.

6. HISTORY:—*Ontario High School History of England* by Wrong (Macmillan), from Chapter IX to the end of the book. (The Provincial examination questions shall be confined to this part of the History only altho the whole book is to be read by the pupils in class). Oral lessons by teachers based on *Canadian Civics, N. S. Edition* (Copp, Clark).

7. Physics:—*Elementary Physics for High Schools* by Merchant and Chant (Copp, Clark), (a) Parts I, II, III, IV and VI, and (b) *either* Part V, *or* VII, *or* VIII.

8. Arithmetic:—*Academic Arithmetic* complete.

[No examination question will be taken from "Average of Payments and Accounts" and "Clock Problems." Students wishing to excel in Mathematics are, however, strongly recommended to master these subjects].

9. Algebra:—*N. S. High School Algebra*, Chapters XI to XIX, both inclusive.

10. Geometry:—*The Nova Scotia High School Geometry*, Part I, (Copp, Clark).

GRADE XI.

(English and any other *five* subjects imperative.)

1. English:—(Two papers:)—(a) Grammar and Composition:—A careful review of *N. S. English Grammar*, with special attention given to the information contained in appendix, and the analysis of sentences. [1923-4 *High School English Grammar*, as in IX and X, whole book except Appendix A and Sections III, IV and V of Chapter IX. Special attention given to Verb, Pronoun, Conjunction and Analysis of sentences.] (b) History of English Literature:—Meiklejohn's *Outline of the History of English Literature.*

(c) Literature:—Macaulay's **Life of Samuel* Johnson and Shakespeare's *Julius Caesar.* For outside reading and theme writing: Stevenson's **Kidnapped.*

*May be replaced for year 1922-3.

2. Latin:—(a) Authors: Caesar's *DeBello Gallico, Book I* (The edition edited by Roberts and published by Ginn & Co., is specially recommended), and Vergil's *Aeneid, Book I*, with grammatical and critical questions. (b) Grammar: A careful study of all the accidence and syntax contained in the *Ontario High School Latin Book*. (c) Composition: The (B) exercises English into Latin of the *Ontario High School Latin Book* in Lessons LIX to LXXX inclusive.

[A knowledge of the elements of prosody sufficient for the scansion of the dactylic hexameter should be imparted by the teacher. The student should be taught to scan easily and accurately with attention to the meaning as well as the metrical form of the verse; and a few short passages of the Aeneid should be memorized, such, for example, as lines 148-153, 198-9, 201-3, 210, 462, 574, 630].

3. GREEK:—(a) Grammar and easy composition based partly on author read. (b) White's *First Greek Book* to end of Chapter LIX. (c) Xenophon's *Anabasis, Book I*, with grammatical and critical questions.

4. FRENCH:—Berthon's *Specimens of Modern French Prose* (Macmillan), omitting IV, VI, IX and X. *Ontario High School French Grammar*, Lessons LII-LXXXIII inclusive, with a review of the preceding lessons.

5. GERMAN:—Joynes-Meissner's *Grammar*, to end of Lesson XLIV, with Buchheim's *Modern German Reader, Part I*, complete. Review of Grade X German.

6. HISTORY:—Myers' *A Short History of Ancient Times* (Ginn & Co.).

7. CHEMISTRY:—Evans' *Elementary Chemistry for High Schools* (Educ. Book Co.), omitting Pages 171 to 186 inclusive.

8. PRACTICAL MATHEMATICS:—Murray's *Essentials of Trigonometry and Mensuration* (Allen), omitting Part III.

9. ALGEBRA:—*N. S. High School Algebra*, complete, except exercises 162, 163, 164.

10. GEOMETRY:—*The Nova Scotia High School Geometry*, Parts II and III, omitting sets miscellaneous exercises.

GRADE XII.

(Leaving Examination.).

[Nine papers out of fifteen on the following twelve subjects constitute a full course. The following subjects are imperative:—English, two foreign languages, one mathematical and one scientific subject: except that those who take both Latin and Greek may omit the scientific subject and those who make an average of 70 (High Pass) or 60 (Low Pass) on English, may omit foreign languages].

1. ENGLISH:—(Two papers):—(a) LANGUAGE:—Bradley's *The Making of English* (Macmillan). (b) HISTORY OF ENGLISH LITERATURE:—Pancoast and Shelley's *First Book in English Literature* (Holt).

(c) LITERATURE:—Shakespeare's **As You Like it*; Palgrave's *Golden Treasury, Book II* (Macmillan); and the following extracts from *Selected Speeches on Foreign Policy* (Oxford Univ. Press), namely, Gladstone's "The Neutrality of Belgium" and "Right Principles of Foreign Policy," Sir Edward Grey's "Negotiations," and Lloyd George's "International Honor."

(d) The following books for outside and theme writing:—Scott's *Talisman* (Macmillan); Jeffries' *Longer Narrative Poems* (Macmillan), and the following extracts from *Selected English Short Stories* (Oxford Univ. Press), namely, "The Squire's Story," "Rab and His Friends," "The Seven Poor Travellers," "Markheim" and "Chistropherson."

*May be replaced for year 1922-3.

2. LATIN (Two papers):—(a) COMPOSITION: D'Ooge's *Latin Prose Composition, Part I*, Lessons 47 to 85. Sight Translation. (b) GRAMMAR: All of the accidence and syntax contained in the *Ontario High School Latin Book* and D'Ooge's *Latin Prose Composition, Part I*, supplemented by notes given by the teacher with reference to some good Latin Grammar.

[Besides a careful review of the accidence as given in the grammar and the due consideration of all the ordinary principles of syntax as they are met with in the texts which are read, it is suggested that some special attention and systematic study be given to the following. The expression of wishes; commands and prohibitions; questions, single and double, direct and indirect; final clauses and other ways of expressing purpose; consecutive clauses, causal clauses; conditional clauses; independent uses of the subjunctive; the main princpples of the indirect discourse].

[It is recommended that more time be given in class to sight translation and composition].

(c) Caesar's *DeBello Gallico, Books II and III.* Vergil's *Aeneid, Book II.* The following *Myths* from Ovid's *Metamorphoses* (Longmans): Deucalion et Pyrrha, Pyramus et Thisbe, Atlas in Montem Mutatus, Icarus, Midas, with questions on grammar and subject matter.

3. GREEK (Two papers):—(a) White's *First Greek Book* complete and reviewed. Sight Translation Easy Composition partly based on the prose author read.

(b) Xenophon's *Anabasis, Books II and III,* with questions on grammar and subject matter.

4. FRENCH:—*Ontario High School French Grammar* complete. Sandeau's *Sacs et Parchemins* by Pellissier (Macmillan). Corneille's *Polyeucte* by Fortier (Heath.) Moliere's *LeBourgeois Gentilhomme* by Warren (Heath); with questions on grammar and composition.

5. GERMAN:—Buchheim's *Modern German Reader, Part II*, to end of selection 10, second division; and Schiller's *Wilhem Tell* by Carruth, Acts I, II, III and IV (Macmillan). Joynes-Meissner's *Grammar* for Grammar and Composition.

6. ALGEBRA:—Hall & Knight's *Senior Matriculation Algebra* (Macmillan). (A reprint of the first 19 Chapters of the old and larger text).

7. GEOMETRY:—Hall & Stevens' *School Geometry*, Parts V and VI, omitting pages 306 to 310 and pages 411 to the end. Or, †*N. S. High School Geometry* completed omitting miscellaneous exercises.

†A suitable book on Solid and Sperical Geometry may be prescribed in addition, and schools will be notified.

8. TRIGONOMETRY:—(a) *Plane*: Murray's *Plane and Spherical* (Longmans). (b) *Spherical*: Murray's *Plane and Spherical*, Chapters I, II, III and IV.

9. PHYSICS:—*Ontario High School Physics* (Copp, Clark), Part I, II, III, IV, VI and any one of Parts V, VII and VIII. and *Laboratory Manual.*

10. BOTANY:—Bergen and Davis' *Principles of Botany* (Ginn.)

11. CHEMISTRY:—Newell's *General Chemistry,* Parts I and II (one volume) (Heath).

12. HISTORY:—Myers' *A Short History of Medieval and Modern Times.*

---

115. The High School subjects to be taught in a rural, or incompletely graded high school, shall be determined (subject to the school law) by the school board in agreement with the principal, with an appeal to the Inspector and from him to the Council in case of disagreement or dissatisfaction. Provided, however, that no pupil of High School Grade shall be prevented from study in the school with at least his or her proportion of the teacher's time when most necessary and convenient.

116. Any subject deemed to be of importance in any community may be put on the program of a school by the schoolboard, with the consent of the Education Department.

117. No school is advised to undertake the regular work of Grade XII with a staff of less than three regularly employed high school teachers.

118. A candidate who has taken Latin and no French in Grade IX may take the IX French paper instead of the regular one in Grade X and the X French paper in Grade XI, provided a 60 or 50 per cent, mark is made respectively for a high or low pass in each case. But the substitution of a lower grade work for that of a higher will be allowed under no other conditions than specified above. The candidate should state this fact in his application for examination as well as in his final examination declaration so as to allow of its verification.

119. Teachers are required to make themselves acquainted with the probable future requirements of pupils by consultation with them and their parents or guardians, before advising the selection of the optional subjects. Those who are likely to attend the universities, etc., should select the subjects required for matriculation. The same policy will apply to others.

"High School students who look forward to teaching and who have in view their professional preparation at the Normal College should, as far as possible prepare themselves in the mathematics and natural science of the high school grades. Postponement of the study of these branches till the Normal College period places a candidate at a serious disadvantage not only in seeking the diploma of the Normal College, but later, as a teacher in the public school.

PROVINCIAL EXAMINATIONS OF HIGH SCHOOL STUDENTS.

120. "High School Students" shall be held to mean all who have passed the County Academy Entrance Examination and are studying the subjects of any high school grade, or who are certified by a licensed teacher as having fully completed a Common School course of study, and are engaged in the study of subjects beyond Grade VIII.

121. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Program, to be known also as Grades IX, X, XI and XII respectively of the Public Schools.

122. The examinations shall be held in June, during the last seven teaching days, according to the time tables published in regulation 128 following, for Grades XII, XI, X and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following seventy stations, viz.:

Advocate
Amherst
Annapolis
Antigonish
Arichat
Baddeck
Guysboro
Halifax
Hantsport
Inverness
Ingonish
Joggin Mines
Port Hawkesbury
Port Hood
Port Maitland
Pugwash
River John
Sheet Harbor

Barrington
Bear River
Berwick
Bridgetown
Bridgewater
Caledonia
Canning
Canso
Chester
Cheticamp
Clark's Harbor
Digby
E. R. St. Mary's
Freeport
Glace Bay
Great Village
Kennetcook
Kentville
Liverpool
Lockeport
Louisburg
Lunenburg
Mahone
Maitland
Margaree Forks
Meteghan
MdMusquodoboit
Middleton
New Glasgow
New Waterford
North Sydney
Oxford
Parrsboro
Pictou
Shelburne
Sherbrooke
Springhill
Stellarton
St. Peters
Stewiacke
Sydney
Sydney Mines
Tatamagouche
Truro
Upper Stewiacke
Wallace
Westville
Weymouth
Windsor
Wolfville
Wood's Harbor
Yarmouth

123. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the Inspector within whose division the examination station to be attended is situated, not later than the 1st day of May. Applications for the M. P. Q. examinations are henceforward required to be sent in at the same time.

(b) The fees for admission to the examination must accompany each application, and subject to the exceptions specified below are as follows: Grade IX free; X, $1.00; XI, $2.00; XII, $3.00. But candidates who make at least a low *pass* in any grade are admitted to the examination in the next grade free. (As these fees in any past year did not aggregate $1500 and the examinations cost nearly $10,000, they may be greatly increased at short notice. At present the examinations are free to those passing the grades successfully in regular order).

(c) For the Teachers' Minimum Professional Qualification Examination the fee is one dollar for each paper except for the first *three* qualifying for third rank, which shall be free; but this fee should not be forwarded with the application, for it has been found more convenient to have it paid to the Deputy Examiner on the day when the candidate presents himself for examination. The Deputy-Examiner shall transmit the same to the Superintendent with his report.

(d) The prescribed form of application which can be obtained free from the Education Department thru the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate whose legal name must be fully and plainly written out on the application.

(e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time, which with a fee of one dollar is to be transmitted with the Deputy's report to the Superintendent. If such candidate's statement is verified the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar in addition to the regular fees.

124. Each Inspector shall forward to the Superintendent of Education, *not later than* 15th *May*, a list of the applications received for each grade of examination and for M. P. Q., at each station within his division, on the prescribed form supplied from the Education Office, together with all fees duly credited.

125. The Deputy-Examiner, when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants approved by him, according to the number of candidates at the station.

126. The Superintendent of Education shall cause to be prepared and printed suitable examination questions for each examination in accordance with the regulations of the Council, and shall forward to each Deputy-Examiner a sufficient supply of the same, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

PROVINCIAL EXAMINATION RULES.

127. No envelopes shall be used to inclose papers. *Two* hours is the time allowed for writing each paper, except in the case of the M. P. Q. examinations, where the time allowed for each paper shall be *one* hour. The following rules must be exactly observed:—

(1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the Deputy-Examiner shall give each candidate a seat. The candidate's name shall be represented by a number which must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order beginning with Grade XII, then coming to XI, X and IX in order. Candidates absent at the time of numbering cannot be admitted to examination. Candidates for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular time table, provided they have sent in their applications and the titles of the papers on which they intend to write.

(2) Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has a right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first hand in his or her paper to the Deputy-Examiner, and not return until the beginning of the next paper.

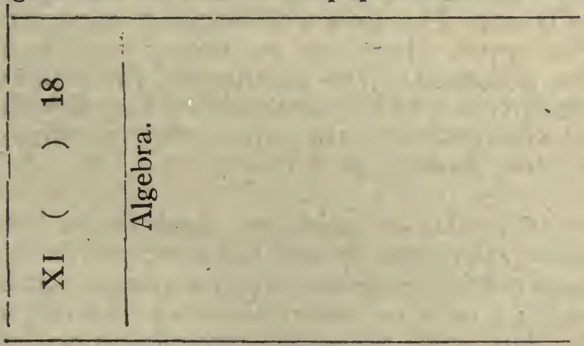
(3) Candidates shall provide themselves with pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good, heavy foolscap paper of the size thirteen inches by eight.

(4) Candidates may write upon both sides of their paper. When more sheets than one are used they must be fastened together. Each sheet should bear the candidate's grade and number. In order to secure high values from examiners, neat writing and clear concise answers are much more important than extent of space covered or the number of words used.

(5) Each such paper must be *exactly* folded; First by doubling bottom to top of page, pressing the fold (paper now 6½ by 8 inches); next by doubling again in the same direction pressing the fold flat so as to give the size 3¼ by 8 inches.

(6) Finally, the paper must be exactly indorsed as follows:—A neat line should be drawn across the end of the the folded paper one-half inch from its upper margin. Within this space 3¼ inches by ½ inch, there must be written in very distinct characters, 1st, the Roman letters indicating the grade; 2nd, a vacant parenthesis of at least one inch within which the Deputy-Examiner shall afterwards place the private symbol indicating the station; 3rd, the candidate's number. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

For example, candidate No. 18 writing for Grade XI on Algebra should indorse his paper as shown below:—



(7) The subject, title, grade and candidate's number may be written within over the commencement of the paper also; but any sign or writing meant

to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

(8) Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of a candidate or within his reach during examination, will constitute a violation of the examination rules, and will justify the Deputy-Examiner in rejecting the candidate's papers, and dismissing him from further attendance. No dishonest person is entitled to a provincial certificate or teacher's license. And where dishonesty at examination is proven, provincial certificates already obtained and licenses based on them will be cancelled.

(9) It is not necessary for candidates to copy papers on account of erasures or corrections made upon them. Neat corrections or cancellings of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers and results without the written work necessary to find them will be assumed to be only guesses and will be valued accordingly. Candidate should not repeat the words of the question. The number of the question placed at the beginning of your answer to it, is sufficient.

(10) Candidates are forbidden to ask questions of the Deputy-Examiner with respect to typographical or other errors which may sometimes occur in examination questions. The examiner of the paper alone will be the judge of the candidate's ability as indicated by his treatment of the error. No candidate will suffer for a blunder not his own.

(11) Candidates desiring to speak to the Deputy-Examiner will hold up the hand. Communications between *candidates* at examination even to the extent of passing a ruler or making signs is a violation of the rules. Any such necessary communication can be held thru the Deputy-Examiner only.

(12) Candidates should remember that the Deputy-Examiner cannot overlook a suspected violation

of the rules of examination without violation of his oath of office. No consideration of personal friendship or pity can therefore be expected to shield the guilty or negligent.

(13) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The Deputy-Examiner is provided with blank forms for those who do not already have them. The applicant should have his certificate of age and character correctly made out and signed, and should fill in the number, station and year of any previous examination he has taken, whether he has been successful in obtaining a certificate thereon or not. He should also fill in his number, station, etc. and grade of certificate or rank of M. P. O. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

(14) All candidates will be required to fill in and sign the following certificate at the conclusion of the examination, to be sent in with the *last* paper—written by them.

CERTIFICATE.

Examination Station........Date......June, 192..

Candidate's No. ( )

I truly and solemnly affirm that in the present examination I have not used or had in the Examination Room any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination; that I have neither given aid to, nor sought nor received aid from, any fellow-candidate; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

Name in full *without contraction in any of its parts.*

....

P. O. to which certificate is to be sent.

(Full address). ....
(Be sure to give County).

Candidates will please fill in names and grades of Foreign Languages Papers written by them. Also M. P. Q. papers.

Foreign Languages Papers written................

....

....

....

M. P. Q. Papers written at this examination........

....

....

....

M. P. Q. Papers written at *previous* examination.....
(Give your year and station.)

....

....

....

NOTE. By Foreign Languages is meant Latin, Greek, French, German.

128. (*a*) TIME TABLE.

[To be intimated annually in the April *Journal*].

COUNTY ACADEMY ENTRANCE EXAMINATION, JUNE, 1921.

Date.	Time.	Subject.
Thursday, 23 June.	9 to 11 a. m.	2. English Language.
	2 to 3.30 p. m.	3. Drawing and Book-keeping.
	3.30 to 5 p. m.	4. Geography and History.
Fri. 24 June.	9 to 11 a. m.	5. Mathematics.
	2 to 3.30 p. m.	6. General Knowledge.

1. Reading to be examined at the end of each session, or whenever found most convenient by the Principal.

(*b*) TIME TABLE.

REGULAR PROVINCIAL HIGH SCHOOL EXAMINATION, JUNE, 1921.

Day of Week.	**Grade.**	**Examinations 9 a. m., to 11 a. m.**	**Examinations 11 a. m., to 1 p. m.**	**Examinations 3 p. m., to 5 p. m.**
Friday 24 June.	XII.	English (a)	Greek (a)	French.
	XI.	English (a)	Greek	French.
	X.	English	Greek	French.
	IX.	English		French.

Monday 27 June	XII.	Geometry	General Hist	Physics.
	XI.	Geometry	German	Ancient Hist
	X.	Geometry	German	English Hist.
	IX.	Drawing		Geography.
Tuesday 28 June.	XII.	Algebra	Latin (a)	Botany.
	XI.	Algebra		Chemistry
	X.	Algebra		Physics.
	IX.	Algebra		Science.
Wedn'day 29 June.	XII.	Trigonometry	English (b)	Latin (b).
	XI.	Prac. Math.	English (b)	Latin.
	D.	Arithmetic		Latin.
	IX.	Arithmetic.		Latin.
Saturday 25 June.	XII.	Chemistry.	Greek (b)	German.
	XI.			
	X.			

(*c*) TIME TABLE.

M. P. Q. EXAMINATION, JUNE, 1921.
THURSDAY 30 JUNE.

Time a. m.	Subject.	Time p. m.	subject.
9.00 to 10.00	1. School Law and Forms.	2.00 to 3.00	4. School Management.
10.10 to 11.10	2. Theory and Practise	3.10 to 4.10	5. History of Education
11.20 to 12.20	3. Hygiene and Temp'n'e	4.20 to 5.20	6. Pedagogy.

129. (*d*) TIME TABLE.

UNIVERSITY GRADUATES EXAMINATION.

At. N. S. Tech. College, Halifax, 15 to 20 August, 1921.

[*Minor* and one-half *Major* *Examinations].

Monday	9 a. m.,	English.	2 p. m.,	Greek.
Tuesday	9 a. m.,	Latin.	2 p. m.,	German.
Wednesday	9 a. m.,	Mathe.	2 p. m.,	Biology.
Thursday,	9 a. m.,	Physics.	2 p. m.,	Chemistry
Friday,	9 a. m.,	French.	2 p. m.,	Geology.

Higher halves of *Major* Examinations to be arranged by Deputy-Examiner.

*One of the examination papers in the *Major* subject may be the *Minor* paper in the same subject.

HIGH SCHOOL EXAMINATIONS AND CERTIFICATES.

130. The Certificates of High School scholarship are not designed for the local grading of schools, which is defined in Section 109 of the Act and in Regulations 30 and 84. They supply, however, the most uniform test of scholarship possible for general purposes, and are accepted by many universities, colleges and other institutions within and without the Province, thus saving high schools from having separate classes for matriculation into different institutions, and high school students from matriculation examinations when they have made a sufficiently high pass under an impartial board of examiners, on a published syllabus and examination questions.

131. They originated from the primitive "Teachers' Examinations," where it was found high school students in order to test their scholarship, took the Teachers' examinations, including those on the professional subjects in which they had no professional interest. On account of this extended public demand, the Teachers' Examination was divided into the scholarship section (the High School examination), and the professional section (the Teachers' Minimum Professional Qualification examination—the M. P. Q.) which ranks one grade below the "Normal Professional Qualification."

Hence the "Pass" Certificate (whether "high" or "low") is on a group of subjects imperative only on teachers; but every candidate receives a certificate of the examiners' valuation of each paper, which is valid for any subject examined as a certificate of scholarship on such subjects, whether it is a teacher's pass or not. Only "Pass" Certificates will bear the heading with the "arms" of the Education Department, the *high* "pass" being indicated only by the higher score prescribed for that distinction.

Each university, college or institution, having the course of study, the syllabus of examination, and the printed examination questions before it, can fix its own standard of "passing" at 40, 50, 60 or any other precentage according to its estimate of the candidate's preparedness for its own courses, whether the candidate takes the full teachers' group of subjects to make a "pass", or any other group which does not make the teacher's "pass."

132. The maximum value of each paper shall be 100; the questions being made as nearly as possible equal in value. Should the *values* of questions be unequal ,their values shall be stated near the margin of each question. The time will be specified on the question paper—generally two hours—and when practicable, the questions shall be *ten* and evenly distributed thru the course.

133. The subjects ,number and values of the papers for the different examinations, and the general scope of the examination questions, are indicated generally by the texts named in the prescribed High School Program. Examination may demand description by drawing as well as by writing in all grades of High School and M. P. Q. answers.

134. Each Examiner shall mark distinctly by colored pencil or ink at the left hand margin of each answer on the candidate's paper its value, placing the sum of the marks on the back of the folded sheet. From this sum the number of mis-spelled or obscurely written words is to be deducted to show the net value of the paper; provided, however, that from one to three may be added by the Examiner for specially good writing.

Bad writers have no right to be admitted to an examination except on certificate of physical defect, and if examined, the papers are subject to a deduction of marks. One point shall be deducted for every mis-spelled word.

135. No appeal from the examination of a candidate's answer paper at the Provincial high school examination, shall be entertained by the Superintendent unless it is accompained by a fee of fifty cents for each paper to be re-examined to cover the minimum expense, and not even then unless a responsible person vouches for the good standing of the appellant, and the appeal is made within the following dates, according to the grade of certificate:

Grade XII: Within the last two weeks of July.
Grade XI: Within the first two weeks of August.
Grade X: Within the third and fourth weeks of August.
Grade IX: Thence to the tenth day of September.

136. (a) Generally the ordinary (low) "pass" requires in each grade an average of 50 on a minimum group of subjects or papers with no subject below 30. English in XI and XII, and Latin and Greek in XII having two papers, the average value of the two papers is taken as the value of the subject in determining the pass.

(b) The teacher's (high) "pass" requires an average of 60 on the same groups with no subject below 40, and at least 50 on English.

(c) The candidate will be allowed at subsequent examinations to raise a *low* to a *high* "pass" by making at least 60 on each subject of the group not previously reaching that standard. Such supplementary or "partial" examinations cannot be recognized unless the candidate has first made the ordinary or low "pass." A "pass" in grades IX, X and XI cannot in any circumstances be made by supplementary or partial examination.

137. In exact detail a Provincial High School "Pass" Certificate requires:

(a) For an ordinary (low) pass on grades IX and X, an aggregate of 300 on a group of six subjects (English being one), with no subject below 30; for a high pass an aggregate of 360, with 50 on English and no other subject below 40;

(b) For an ordinary pass on Grade XI, an aggregate of 350 on a group of seven papers including English, with no subject below 30; for a high pass an aggregate of 420, with 50 on English and no other subject below 40:

(c) For an ordinary pass on grade XII an aggregate of 450 on a group of subjects (nine *papers*) including English, two foreign languages, one mathematical and one scientific subject, with no subject below 30. (Candidates taking both Latin and Greek may take any other subject instead of the Scientific subject and those making 70 on English (high pass) or 60 (low pass) may substitute any other subjects for a portion or all of foreign languages). For a high pass the aggregate is 540 with 50 on English and no other subject below 40.

138. Candidates failing to make a pass in a grade may be ranked as making a pass in the grade next under, provided they do not fall below eight tenths of the aggregate of the grade with no subject below 25; and in the second grade under if they do not fall below six tenths of the aggregate. A low pass is one grade will be ranked as a high pass in the grade next below.

139. (a) On account of the imposition of two foreign languages for the first time in grade XII, candidates who fail on account of being too low in not more than two subjects but who have made 50 on English and an average of 50 on the other subjects, shall be allowed the privilege of completing the low pass at subsequent examinations by making at least 50 on each of the nine papers not previously up to this standard.

(b) Similarly candidates who fail on account of being too low in not more than two subjects but who have made the high average pass on the other subjects and 50 per cent on English, shall be allowed the privilege of completing the *high pass* at subsequent examinations by making at least 60 per cent on each of the nine papers not previously up to this standard. Failing in in this test candidates making 60 per cent on English and an average of 60 on five other subjects may be granted a *high* Grade XI pass.

140. First Class teachers employed during the school year in the public schools, shall have the privilege of completing the grade XII high pass by partial examinations from year to year, provided at least an average of 65 is ultimately made with no subject below 60.

MANUAL TRAINING

IN (1) MECHANIC, (2) DOMESTIC AND (3) RURAL SCIENCE.

141. The Council recognizing the desirability of giving equal opportunities under The Education Act, to boys and girls, recommends the establishment of Manual Training Schools of three kinds; one more especially adapted to boys for training in the use of tools; another more especially adapted to girls, for training in cookery and other domestic arts; and the third for boys and girls with an agricultural or horticultural environment.

(a) In the first two, *Mechanic* and *Domestic* Science, working accommodation for twelve pupils in each is recognized as sufficient. But if only one branch should be provided for, the minimum equipment should have full working accommodation for at least sixteen pupils at one time. As in most cases, attendance at one of these schools will interrupt the work of the pupil for a forenoon or an afternoon in the other public school, it is necessary: (1) That such interruption should not occur oftener than once a week; and (2) that the work in the Manual Training department should be a full half day's work. To ensure the net *two hours* of work specified in the Act, the time of session should be *two hours* and a *half*—the extra half hour covering the roll call, preparing to work, fixing up, general instruction, etc.

(b) As there are about forty weeks in each school year, each pupil who attends one half day each week, will earn for the Trustees six dollars of the grant, until the maximum of $600 is reached. Subject to other statutory conditions ten pupils in regular attendance each morning and afternoon of the five days of the week—that is, one hundred pupils in a school section, by attending regularly, will enable the Trustees to draw the full grant. But as so regular an attendance cannot be expected, it will be necessary to have perhaps more than sixteen benches, etc., to accommodate classes which will actually qualify for the maximum grant.

142. No manual training school can be recognized as coming under the provisions of the statute until the teacher and equipment are approved by the Council. The qualifications of teachers shall be specified in the Teachers' Courses of the Provincial Normal College, under the titles, respectively, of "*Mechanic Science*" and "*Domestic Science.*"

143. No public money shall be paid on account of any manual training school or department until after its return is sent in according to the form provided, and its equipment and work approved by the inspector of schools and the special director for that class of training school, and no public money shall be paid to school boards for the instruction of pupils in Manual Training schools, who have not advanced as far as Grade VI of the Public School Program, except when specially authorized by the Education Department, for pupils over thirteen years of age; and the grants on account of the Domestic Science departments of such schools shall not exceed one-half of the maximum grant allowed under the law of the school board of Manual Training in the Mechanic and Domestic Sciences.

144. *For Work in Wood or Iron* (*Mechanic Science*): The minimum equipment must include either twelve or sixteen benches, according as the school section is to have both or only one department in operation. The benches must be very firm, equipped with the necessary tools, and of the character used in the Provincial Normal College, or as approved by the special director. The equipment shall also include drawing boards, tee squares, set squares (triangles), and drawing compasses, a grindstone, and a small oil stove for heating glue.

145. *Drawing.* Particular attention must be paid to the preparation of working drawings by the pupils. These should be either full size, or to a fairly large scale. Orthographic projections (plans, elevations and sections), and isometric views should be used; and no exercise should be commenced unless a fully dimensioned drawing has previously been made, or is qeing made concurrently with the bench work. Freehand sketching should also be used in making drawings of leaves, tree sections, tools, etc., and in completing curved portions of working drawings.

146. The practical work should consist of a series of exercises and models carefully graded in the order of difficulty of their tool manipulations, and should include all processes involved in the production of a finished article from the rough wood. In the higher grades the work may be made a valuable adjunct to the ordinary studies; the construction of simple pieces of apparatus to illustrate the pupil's experiments in physics, the making of useful stands, racks, etc., for the chemical laboratory, and models for the illustration of problems in solid geometry, may be mentioned as indicating some features that may with advantage be included in a scheme for the higher school.

SYNOPSIS OF LESSONS IN MECHANIC SCIENCE COURSE.

147. The following is a synopsis of an approved course followed by grades VII and VIII in the Truro Mechanic School. Two or three alternative pieces are offered under each heading which, however, require the use of about the same tools and tool operations. The work in the higher grades is mostly on individual projects of the pupils' own selection

GRADE VII.

1 Baggage Tag.
  Key Tag.
  Plant Label.
2 Fish Line Winder.
  Wool Winder.
  String Winder.
3 Pencil Sharpener.
  Knife Sharpener.
  Match Striker.
  Memo. Board.
4 Pan Rest.
  Flower Pot Stool.
  Flower Support.
5 Calendar Back.
  Flat Shield.
6 Pencil Box.
  Carver Rest.
7 Barrel Cover Handle.
  Porridge Ladle.
8 Hexagonal Mat.
9 Photo Stand (round top).
  Photo Stand (sloping top).
10 Photo Frame.
11 Soap Box.
  Window Stick.
12 Paper Knife.

Grade VIII.

1 Square Grooving
Oblique Grooving.
Inlaying.
2 Plant Stick (round)
Plant Stick (chamfered)
Key Rack(chamfered).
3 Bread Board.
Steak Board.
Key Rack (two pieces).
4 Coat Hanger.
Round Ruler.
5 Housing Joint.
Tooth Brush Rack.
Pen Rack.
6 Tee Square.
7 Match Holder.
8 Crosshalving Joint.
Tee " "
Angle " "
9 Flower Pot Stand.
Elliptical Egg Stand.
Chamfered Flower Stand.
10 Curved Bracket.
11 Shield.
Photo Frame.
12 Envelope Case.

148. *For the Domestic Arts* (*Domestic Science*): The equipment must include, as in regulation 84 working accommodation for at least twelve or sixteen pupils, one table for each four pupils, or any equally effective arrangement, one stove for the general heating of water, and at least one good large ordinary cooking stove, and an "oil cooking stove." Special care must be taken to have the sanitary condition of the room all that can be desired.

149. The domestic arts course should contain at least twenty practical lessons in plain cooking, demonstrating the best and most economical methods of cooking the staple foods of the majority of people, food for the sick, with practical demonstrations in household sanitation, household economics, laundry, textiles and needle work. Should needle work be fully taken up in the other public school grades, such a subject may be omitted in order to give more time for the other domestic arts.

150. The number of pupils to be instructed in practical work, involving the use of tools or other apparatus in wood-work or the domestic arts, by one teacher, should never exceed twenty at any lesson, and as the Act contemplates the standard lesson of two hours to be the time actually occupied with instruction or training work, the time of the pupils in the work room shall not be less than *Two and One Half* hours for a full lesson.

151. The record of attendance shall be kept in the register, so as to show the morning or afternoon, with the date of each lesson given to each pupil, only one lesson to be given to each pupil in any week. The returns shall be made semi-annually to the inspector at the end of each half of the school year, on the blank form provided by the Superintendent of Education; the whole to be attested by the teacher and certified by the trustees and other officials as indicated on the form, and summed up in the general "returns" of the school section.

152. AN APPROVED COURSE OF STUDY.

A.—Aims of Domestic Science.

1. Manual Training.

(1) Practical Work in Cookery, Sewing, Laundry Work, Administration, Home Nursing.
(2) Care and use of utensils.

II. Educational Training.

(1) Neatness and cleanliness in person and in work.
(2) Thoroness in work and in thinking.
(3) Economy in materials used, strength, time and money.
(4) To waken an interest in the knowledge of the source, manufacture and combination of food materials.
(5) To enable the pupil to be of more assistance at home.

III. For less than a three year course.

Suggestion.—(1) Cookery.
(2) Sewing or Laundry Work.
(3) Home Nursing or Administration.

Examination.—Written, Oral and Practical Tests or Reviews on all lessons from time to time.

B—Program of Studies.

First Year.

I. COOKERY.—(20 lessons).

Objects.—(1) To give pupils a working knowledge of simple food materials in simple combinations.
(2) To teach the use of foods, and reasons for cooking.
(3) To teach the use and care of utensils, adapting those at hand to the work to be done.
(4) To teach neatness and cleanliness in work and personal appearance.
(5) To teach accuracy in measuring and combining food materials.

Lessons—General rules for work, equipment, care of equipment, measuring, etc.

Dishwashing—Methods necessary, implements, rules, cleansing agents.

The stove—Parts, uses, arrangements and regulation of drafts. Building and lighting fires—fuels. Oven-heating and regulation.

Water.—Simple theory, uses in body, in cooking, in cleaning.

Starches—Source, structure of starch grain. General rules for cooking. How affected by hot water, cold water, dry heat.

Basic rules for cooking of—
White sauce, cornstarch pudding.
Cream soup, sweet sauce.
Potatoes, cereals—Toast making.

Sugar—Source, varieties. Care—Use and abuse in cooking and as a food. Simple candy making.

Fruits—Kinds, value in diet, combination with cereals. Baking and stewing of fruits.

Flour Mixtures—Proportions for flour mixtures.

(a) Batters—Pour and drop. Basic recipes. Popovers, muffins, gingerbread.

(b) Doughs—Manipulation, need of care, tea-biscuit.

Leavening Agents—Simple explanation of action.

Milk—Food value use in cooking and in the diet. Need of care in keeping of milk and cleaning of milk dishes. Junket.

Explanation of action of rennet.

Beverages—Value ,use in body.

Cocoa, source, manufacture, etc. Cocoa-making.

2. ADMINISTRATION.—(2 lessons).

Simple directions for care of a room.

Sweeping, dusting, etc. Use and care of broom, dusters etc.

3. SEWING AND KNITTING.—(12 lessons).

Theory, Linen (or cotton).

Source, Manufacture, buying, etc.

History of sewing equipment (hand).

Stitches.—Basting, Hemming, Running, Darning, Over Casting, Knitting.

Suggestion Problem.—Bag to hold equipment, or some article of practical use within ability of class.

4. LAUNDRY.—(1 or 2 lessons).

Washing and ironing handkerchief.

Preparing ironing table.

5. HOME NURSING.—(2 lessons).

Care of sick room, simple tasks, hygiene of sick person, bed making.

Preparation of tray.

Second Year.

1. COOKERY.—(22 lessons).

Review theory given in First Year. Elaborated.

Instruction in buying ,care and keeping of foods.

Combination of foods and food material.

Cereals.—Varieties, growth, products, food value.

Necessity for thoro cooking. Reheating and using of left over cereals.

Vegetables.—Kinds, different parts of plants used, food value. Care required in buying, storing and cooking. Boiled, Creamed or Baked Vegetables (or Cream of Vegetables Soup).

Fruits.—Classification, Composition, Food value. Comparison of dried and fresh fruits. Ways of cooking and sewing.

Sugar.—Sample candy making (Plain Icing).

2. FLOUR MIXTURES.—

(a) Batters, Drop Cakes, Plain Cake, Griddle Cakes.

Frying Rules—use and abuse of frying.

(b) Doughs, Biscuits, Rolled Cookies, Bread.

Leavening Agents, Review first year theory.

Yeast.—Simple account of action.

Steaming.—As a means of cooking.

Flours.—Kinds, composition, manufacture.

Milk.—Composition, Food Value, Products.

Eggs.—Choice, Preservation, Food Value, Temperature for cooking.

Cooking of egg and milk combinations.

Meat.—Varieties, Food Value, Cuts, Comparative Costs. Cooking of Tough Cuts.

Stock Soups.—Food Value, Temperature for cooking, etc.

Gelatine.—Source, Food value, etc.

Meat Substitutes.—Compare with meat as regards Cost, Food Value and Digestibility—Salt Fish, Cheese

3. ADMINISTRATION.—(1 or 2 lessons).

Care of dining room, dining room furniture; table furnishings, setting of table for home use, cleaning of silver.

4. LAUNDRY WORK.—(4-6 lessons).

Preparation for wash and order of sorting.

Washing and ironing white clothes (small).

Washing wool—small articles.

Removal of Stains—Rust, Tea, Fruit, Ink.

Theory in conjunction with Laundry or Sewing.

Fabrics—Linen, Wool.

Source, Manufacture, Weaving, etc.

5. SEWING AND CUTTING.—(10 lessons).

Selection of garment and discussion of pattern.
Cutting of garment.
Review of stitches taught in first year.
New stitches, eyelet, sewing on lace, buttons, button hole.
Patching.—Catch stitching.
Suggestion Problem. Corset Cover.

6. HOME NURSING.—(1 or 2 lessons).
Simple treatment for burns, cuts and bruises.
Review bed-making. Preparation of Tray.
Simple Instruction in Invalid Cookery.

Third Year.

1. COOKERY.—
    - (a) Classification of foods, according to use in body.
    - (b) Planning, Cooking and serving of simple menus.
    - (c) Preservation of foods.

2. CANNING.—Fruits and vegetables. Simple theory of bacteriology. Methods, Food value, Economic value, etc.

3. FLOUR MIXTURES.—
(a) Batters—Small Cakes. With Icings. (Butter Cakes, Sponge Cakes).
Leavening Agents—Fuller Explanation of action Yeast Fermentations.
(b) Doughs. Manipulation of doughs. Basic rules. Mixing, rolling, kneading.
Biscuits }
Bread } with variations.
Cookies }
Plain Pastry.

4. MEATS AND FISH.—To recognize and cook the different cuts and kinds. Comparison as to food value, Cost, etc.
Reheating of meat and fish.

Meat substitutes.—Peas, beans, nuts, etc. Food value, economic value. Place in Diet. Digestibility etc.

5. Beverages.—Review cocea, tea. Use and abuse. Coffee, source, manufacture, etc. Coffee making. Fruit syrups.

6. Planning of Balanced Menus.—Based on Food Value, Economy, Digestibility.

7. Frozen Mixtures.—Packing—Use of ice and salt. Use of freezer, etc. Frozen Junket.

8. Digestion.—Simple account of digestion of foods. Organs of digestion. The digestive juices and their action on foods.

9. Administration.—Serving of simple meals. Care of furniture. Polishes—Metal, Wood, etc.

10. Sewing.—Machine Work. Perfecting of Hand stitches. Making undergarment with trimming. Simple embroidery stitches. Knitting a sock.

11. Laundry Work.—Soap, manufacture, uses, care. Blues, kinds, composition, tests. Washing and ironing blouse, or a large article. Washing of wool and silk. Use of gum water. Use of starch. Removal of grease and grass stains.

12. Home Nursing.—Review Bed-making—Simple treatment of simple sickness. Personal Hygiene.

First Aid.—Fainting, nose bleed, headaches.

Invalid Cookery.—Serving of meals for sick person.

RURAL SCIENCE EDUCATION.

153. Rural Science is the science of rural living. This demands not only a knowledge of the arts by which one makes a living, but it stresses with the common school the arts of agreeable living. Good manners, varied forms of recreation, culture of body and mind, the art of community living and a knowledge of and interest in community civics and community organization are as important as the science of agriculture. Unless country life is made attractive and is given social advantages equivalent to those the town possesses, the boy will be handicapped on the farm. To teach agriculture and neglect other phases of rural and general welfare is not the objective in view.

Rural Science, therefore, is a phase of educational work which is being attempted in the public schools for the purpose of stimulating (1) the application of our people to the arts of agriculture, horticulture, forestry, and home-making, (2) the growth of mental power and reason thru the scientific observation and study of nature in at least its rural presentations, and (3) the creation of an active interest in Good Roads, Public Health, Recreation, Rural Betterment, Public Speaking, etc.

It is under the special charge of a Director of Rural Science Education appointed by the Council of Public Instruction to act under the guidance of an Advisory Council consisting of the Superintendent, the Principal of the Normal College, and the Principal of the College of Agriculture.

This work is supported mainly by a contribution from the Dominion Government thru the Secretary of Agriculture, as a part of its general aid to Provincial Agriculture; and the Director makes an annual report to the Department of Agriculture at Ottawa, as well as to the Superintendent of Education.

The principal function of this branch is the training of teachers in Rural Science including Nature Study and the elementary sciences underlying agriculture, during the summer vacation at the Normal and Agricultural Colleges in Truro; and the stimulation of interest in rural science manual work by public exhibitions of pupils' work in school and home gardens, and in the household arts.

The regulations of the Rural Science *Training* School for *teachers* are given following the Normal College regulations.

154. The Rural Science Training School, Truro, has been organized for the purpose of improving the qualifications of teachers of elementary science in its application to the common school and especially to the rural school as a diffuser of agricultural knowledge and efficiency among the young people of rural districts.

The curriculum of studies is pursued at the Provincial Normal and Agricultural Colleges thru one, two, or three terms of about four weeks each with a course of Reading between terms. On the completion of the course, the candidate may be granted a Rural Science diploma.

*Note.—No Rural Science Diploma will be granted simply on knowledge of the subjects as shown at an examination. Personality, leadership and good judgment, which are so necessary to the real teacher, will count more than will the written examination.

The following arrangements, however, are made for a continuous course of training for Normal students leading to a Rural Science diploma. Graduate and under graduate students of the "B" and "A" classes of the Normal College, possessed of exceptional general ability, of previous knowledge of the natural sciences, and of aptitude for science teaching, may at the beginning of April enrol as candidates for the Rural Science diploma as well as for the diploma of the Normal College. Such undergraduate candidates are released from their regular studies in the Normal College and are permitted to devote themselves to the work of the Rural Science School, remaining in attendance until the closing of its classes in August, at which time they may hope to be awarded the full diploma in Rural Science.

The teaching staff comprises the several science-teachers of the Provincial Normal and Agricultural Colleges, and the laboratories and other equipments of the two provincial institutions at Truro are placed at the disposal of the faculty and students. Tution is free. Students who have done satisfactory work for the full term in at least two scientific subjects are recouped the amount of their minimum travelling expenses.

155. Application for admission to the courses leading to a Rural Science diploma will be received from Superior First, First and Second rank graduates of the Provincial Normal College, and from First and Second class teachers specially recommended to the Faculty of the Normal College by the Inspectors on the ground of effective work done in mature teaching. Application must be received not later than June 30th, and all applications will be submitted to the Faculty for approval. Applicants not recommended by the Faculty will be notified not later than July 4th. No notification will mean acceptance.

156. Teachers who have been regularly admitted to the Rural Science Training School and have during any summer session, done satisfactory work in four scientific subjects may, at the end of the session, be granted cash scholarships of $10, $15 or $20, according to the quantity of work done. The class standing degree of leadership and final examinations shall decide the amount of each scholarship. Should the candidate leave the Province or the profession without teaching at least one year subsequent to attending Summer School, any cash bonus and travelling expenses must be refunded.

157. If the teacher, an assistant or the secretary of the school board, record under oath the attendance of pupils during the holidays in weeding and observing the school garden or in any other special work with a Rural Science teacher, such time may be substituted equitably according to agreement with the inspector for an equivalent number of holidays during the winter or stormy weather of the school year following, or the "days attendance" may be added to that of the following half-yearly "return."

158. The course of study for the Rural Science diploma shall be as defined from year to year in the Rural Science Training School course of study, provided that on the recommendation of the Director, supported by the Principals of the Agricultural and Normal Colleges, the Council of Public Instruction may authorize promptly thru the Superintendent any change likely to be of advantage for the general object in view.

159. Students who do satisfactory work for one or more sessions at the Summer School and who subsequently attend Normal College may have their term at the latter institution correspondingly shortened.

PHYSICAL TRAINING AND MILITARY DRILL.

160. In 1900 an agreement was planned between the Department of Militia and Defense of Canada and the Education Department of Nova Scotia, (See *Journal of Education*, October 1900, and the Annual Report of the Superintendent of Education for 1907) to arrange for a thoro short course of training in the most modern system developed in Great Britain and Canada of every teacher except those of the most elementary (Third) Class, by specialists from the Dominion Department, provided the Province made such a course imperative on teachers, and in the public schools, and encouraged the training of Cadets in the high school grades.

(a) The agreement went into effect in 1908 in Nova Scotia after which the late High Commissioner for Canada at London, Lord Strathcona, donated a fund of a quarter of a million dollars to aid the movement, one half of the annual revenue to go to the teachers as prizes for the most successful training of the pupils in their schools, and the other half to aid the Cadet organizations.

(b) By 1910 about 3000 Nova Scotian teachers had taken the course of training and won their certificates; 130 teachers won the higher certificate for the Training of Cadets which then numbered 892, according to the report (published in the Appendix of the first edition of the Manual of Physical Exercises, 1911) of the Executive Council of the Strathcona Foundation which about this time was increased to half a million dollars, giving an annual revenue of $20,000. Five of the nine Provinces of Canada had at this time adopted the scheme, New Brunswick and Prince Edward Island being the first to follow Nova Scotia. A few years later all the Provinces entered into cooperation, with the result of creating a universal and uniform system of physical training and movement drill. The Manual, which has also a French edition is being kept revised according to the best authorities within the Empire. And as pupils (and adults hereafter) pass from Province to Province, or to our Dominions Overseas. they should know the standard language governing orderly movements in crowds, whether in picnic drill, fire drill, or the march of freeman for orderly freeman's work.

(c) The Boy Scouts and Girl Guides in the common school grades also benefit by this instruction to which they add a special interest and educative influences of their own, which the Education Department approves as a valuable stimulus to health-giving exercises, order-forming habits and public cooperation.

(d) The Regulations following were in force 1920, changes being intimated in the semi-annual bulletin of the Education Department—*The Journal of Education.*

CADET INSTRUCTION.

[It is not known at time of going to press whether or not the usual Course to qualify male teachers as Cadet Instructors will be held during the months of July and August, 1921. We are unable at present to give any information regarding what courses may be given or what camps can be held for Cadet Corps during 1921. A definite announcement it is hoped, will be made later by circular letter, and by newspaper advertisment.].

161. *Corps of School Cadet Instructors.*

(a) Teachers who have qualified as Cadet Instructors and who are actually instructing a bona-fide organization and gazetted Cadet Corps may be appointed to the Corps of School Cadet Instructors with the rank of Lieutenant in the Active Militia.

(b) To be eligible for appointment or promotion to the rank of Captain in the Corps of School Cadet Instructors, a person must have held the rank of Lieutenant in that Corps for the period of five years, and must, during that time, have instructed a Cadet Corps to the satisfaction of the Inspecting Officer, and also must have attended a further course of instruction in military training in connexion with a unit of the Permanent Infantry, and have obtained a certificate qualifying for Captain in the Active Militia.

(c) A Captain in the Corps of School Cadet Instructors may be granted permission to attend a course of Instruction for Field Officer's Certificate, provided he has served not less than five years in the rank of Captain, has for three years of such period of five years, instructed a Cadet Corps which has been classified as "efficient" whilst so instructed, and provided that during such five years he has attended at least one annual camp of instruction, having been attached for duty whilst attending such camp to a cavalry, artillery or infantry unit of the Active Militia, either permanent or non-permanent.

(d) If successful at such course of instruction for Field Officer's certificate, a Captain in the Corps of School Cadet Instructors may be promoted to the rank of Major. (Para. 29 (c) Regulations, Cadet Services).

162. The following also are eligible for appointment as Cadet Corps Instructors to whom the allowances and Cadet Instructors grants offered by the Militia Department will be paid:—

(a) Officers on the Active or Retired List of the Active Militia, or Canadian Expeditionary Force, holding at least a lieutenant's certificate;

(b) Warrant or non-commissioned officers of the Active Militia, holding a sergeant's certificate from a Royal School of Military Instruction;

(c) Former non-commissioned officers of the Permanent Force, Canadian Expeditionary Force, or Imperial or Indian Regular Army, who possess honourable discharge certificates, if approved at Militia Headquarters;

(d) Instructors who, while not possessing qualifications required under (a) (b) or (c) above, have performed their duties to the satisfaction of the Inspector of Cadet Services, may on the recommendation of the G. O. C. the District, and with the approval of the Director of Cadet Services, be paid the full allowances, provided that such allowances will not be paid to an unqualified instructor for more than two successive years from the date on which he is first appointed.

(e) Should none of the above be available for appointment as Cadet Corps Instructors, warrant or non-commissioned officers from the Permanent Force may be detailed temporarily to instruct Cadet Corps, when they can be spared from the normal duties of their corps. In these cases, the instructional allowance will not be paid.

163. *Allowances to Cadet Corps Instructors.*

For the training of a Cadet Corps during the School Year, subject to the certificate of a Military Inspecting Officer that the Cadet Corps has been well instructed in the course of Military training laid down for it an allowance will be paid as follows:—

$2.00 per Cadet, up to a maximum of 50, and $1.00 for each Cadet over 50.

(a) The above allowances will be calculated on the number of enrolled Cadets present at Annual Inspection, and in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(b) In the case of Cadet Corps authorized subsequent to 1st March in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

164. *Grant for Provision and Upkeep of Cadet Uniform.*

(a) A grant towards the provision and upkeep of Uniform, of $1.00 for each Cadet inspected in a complete, servicable military uniform, and 25c. towards the provision and upkeep of a suitable military Headdress, will be paid annually upon the certificate of the Inspecting Officer, claims for such grants to be approved at Militia Headquarters.

(b) Rates of pay while in Camp:

Officers of the Corps of School Cadet Instructors, while in Camp, shall be entitled to Pay (but not allowances) at the following rates:—

Major	$6.50	per diem
Captain	5.50	"
Lieutenant, if qualified	4.00	"
Lieutenant, provisional	3.00	"
Instructors with no authorized Rank	3.00	"

(c) School Teachers and Cadet Instructors.

School Teachers and Cadet Instructors attending School of Instruction for the purpose of obtaining a Cadet Instructor's Certificate will receive pay, allowances, and transport as prescribed for an Officer of the Active Militia, attending a Course of Instruction, viz:—

Officers if qualified in their Militia rank	$4.00	per diem
Other Officers, if not qualified in their Militia Rank	3.00	"

(d) Officers and men attached for instruction, who cannot be accommodated in barracks, and are obliged to provide quarters and subsistence at their own expense shall be granted an allowance of $1.30 per diem. (Authy. Paras. 256 and 259, P. and A. Regns.)

165. *Establishment—Cadet Corps.*

(a) Where possible, Cadet Corps should be organized into Companies with a strength not exceeding 100 Cadets, and commanded by a Company Leader. Each Company may be divided into from two to four Platoons (each of two sections) each having a strength of 25 Cadets and commanded by a Platoon Leader.

(b) For each Company the following Cadet N. C. O's will be required—

One Company Sergeant-Major.
One Platoon Sergeant for each Platoon.
One Corporal for each Section.

(c) Where four Companies can be organized a Battalion Headquarters consisting of,—

One Cadet Battalion Commander;
One Cadet Adjutant;
One Cadet Sergeant-Major;
may be authorized.

(d) The program of training for 1920-21 includes:—

(1) Physical Training (Syllabus of Physical Exercises for schools).

(2) Scout Training—Scouting, Reconnaisance, Patrolling (Canadian Boy Scout); (b) Signalling, Semaphore; (c) Map Reading and Field Sketching, Chapter 4; (d) Engineering, Manual of Field Engineering, Chapter 10; Field Geometry, Section 57; Field Kitchens, Section 59; Water Supply, Section 61; Purifying Water, Section 63; Latrines, Section 67.

(3) Infantry Training—Squad, Section, Platoon and Company Drill, Extended Order, Protection on the March and at Rest, Rifle Exercise and Ceremonial. (Infantry Training, 1914).

(4) Musketry—Musketry and Judging Distance up to 800 yards. (Musketry Regulations, Part I.)

(5) In all these branches theory should be mixed with practise, and an intelligent co-operation of all ranks rather than mere mechanical perfection should be aimed at. Taking up the various branches together thus giving variety, will add much to the interest of the course.

166. *Uniform for Corps of School Cadet Instructors.*

(a) JACKET—Reefer of double breasted pattern of Blue Black cloth or serge, of ordinary civilian sack coat length; fastened in front by two rows of four buttons each, of Canadian Militia pattern;

Sleeves to be plain with two small buttons of Canadian Militia Pattern at bottom of back seam. Shoulder Straps—Blue cloth, with gilt metal rank badges.

TROUSERS—Of Serge to match color of Jacket; no stripe at the seams.

CAP—Forage, N. P. (Naval Pattern).

As an alternative the Khaki Service Uniform, Officers' pattern, may be worn.

Uniform and Equipment to be provided by the officers of the Corps, as is done by other officers;

(b) Badges of Rank, Cadets;

Cadet Batt. Commander, 3 transverse bars on shoulder straps.

Cadet Company Leader, 2 transverse bars on shoulder straps.

Cadet Platoon Leader, 1 transverse bar on shoulder straps.

Cadet Adjutant, 1 transverse bar on shoulder straps.

Cadet Quartermaster, 1 transverse bar on shoulder straps.

Cadet Batt. Sergt.-Major, 4 Chevrons and Crown on sleeve of right lower arm.

Cadet Comp. Sergt.-Major, 1 Crown on sleeve of right lower arm.

Cadet Sergeant, 3 Chevrons on sleeve of right upper arm.

Cadet Corporal, 2 Chevrons on sleeve of right upper arm.

Cadet Bugler, 1 Bugle on Sleeve of right upper arm.
Cadet Drummer, 1 Drum on sleeve of right upper arm.

(c) The bars worn by Cadet Officers will be of braid 1/6 inch wide; Red braid on Blue and Khaki Uniforms; Blue braid on Scarlet Uniforms. The braid will be worn transversely on the shoulder straps, the first bar one inch from the bottom of the shoulder strap, second and other bars, each one ½ inch apart higher up.

167. *National Rifle Association.*

Imperial Challenge Shield Competition, 1921. (Senior and Junior).

(a) Under the auspices of the National Rifle Association, the above competition, for which various prizes are offered, including silver and bronze medals, and other special prizes, as well as the Silver Challenge Shield and Bronze replica, will be held between the 1st of February and the 30th June, (inclusive) 1921, on any range, open or covered, in any part of the British Empire. Post Entries may be made till May 1st, subject to payment of 85 cents, (i. e., 25c. entrance fee, plus 60c. post fee) per team.

(b) *Entry Forms*, for Cadet Corps in Nova Scotia, will be forwarded on application to,—The Inspector of Cadet Services, Military District No. 6., Halifax, N. S.

168. No. 36 Members of the Military Forces to do Duty as Cadet Officers.

With reference to the Regulations for the Cadet Services of Canada, 1915; it is found that no provision was made under which Officers or other ranks of the Canadian Militia could be attached for duty to a Cadet Corps otherwise than as the instructor, and in view of the large numbers of officers and other ranks who cannot be absorbed into authorized cadres of the Active Militia and who are anxious to assist in physical and military training the following amendments to the Cadet Regulations have been approved and will shortly be published in Militia Orders:—

"14a." Officers, Warrant Officers and other ranks of the Canadian Militia, active and reserve, may do duty with recognized Cadet Units. Service with a Cadet Unit, however, must not be allowed to interfere in any way with duties which may be incumbent on them in their Military capacity.

The uniform to be worn by such personnel to be that of the Militia Unit to which they belong with badges of their militia rank.

"14b." Members of the Canadian Militia other than the instructor of a Cadet Corps, doing duty with Cadets, will not in any circumstances be entitled to receive, from public funds, pay or allowances but such personnel attending camps of instruction with a Cadet Corps shall be entitled to receive transportation, camp equipment and rations, as authorized for Cadet Officers."

The appointment of such personnel to Cadet Corps will obviate the necessity of appointing many junior Cadets to positions of responsibility for which they are in no way fitted. By being required to serve in the ranks, these boys will derive the benefits of the training of which, at present, through being officers, they are deprived.

(M. H. O. Circular Letter No. 8, 1921. H. Q.12-1-19, F. D. 777, 10-2-21).

169. *Applicants for Cadet Instructors' Courses* should report with the appropriate information to the Superintendent of Education, who will keep the applications on file until the date and place of such course is determined. Applications will be filed in the order in which they are presented.

---

170. *Strathcona Trust Military Drill Prizes.*

(a) The Inspector of Cadet Services wishes to impress on all Instructors of Cadet Corps, that the subjects each Corps will be examined in, for the Strathcona Trust Military Drill Prizes, will be as follows:—

Squad, Platoon and Company Drill.
Discipline and Care of Arms.
Skirmishing.
Physical Training.

(b) In order to encourage the proper training of Cadet Corps Officers and Non-Commissioned Officers, and to encourage them to assume responsibility, 50% of the above marks shall be allotted while the Corps is under the command of its own Officers, and 50% while under the command of the Instructor.

171. All information with reference to formation of Cadet Corps can be obtained, and a visit paid if necessary, on application to the

Inspector of Cadet Services,
Military District No. 6.,
Halifax, N. S.

172. Physical Training Courses.

(a) Physical training courses for Male and Female Teachers will be conducted at the Rural Science School, Truro, N. S., during the midsummer vacation. At least two hours drill per day will be required in these courses. Teachers wishing to attend and qualify for Grade "B" Physical Training Certificate, should make application at an early date to L. A. DeWolfe, M. Sc., Director of Rural Science Schools, Truro, N. S.

(b) Candidates in these courses as well as at the Normal College, will be required to furnish themselves with gymnasium shoes and clothing appropriate to the work. Ladies who take the course will find that a one-piece dress which allows freedom of movement, will add greatly to the comfort of the pupil and success of the instruction.

173. STRATHCONA PHYSICAL TRAINING PRIZES 1921

(a) The present twelve inspectorates of the Province are the Provincial sub-divisions for supervision of, and competition in, Physical Training for the Strathcona prizes which will be apportioned for 1920-1921 to each inspectorate in proportion to the annual school enrolment of the previous year.

(b) The inspector shall award the prizes for physical training within his own inspectorial division. The total amount of each prize shall be paid to the teacher who shall apply *one third*, with the approval of the inspector and trustees, to some appropriate object to be permanently displayed in the school room as a memento. The following list of competition sub-divisions and prizes in each inspectorial division is announced for the present school year, 1920-1921.

No. 1. Total amount to be divided into two equal sums.

(1) One half to Halifax City and Dartmouth in ten equal prizes.

(2) One half to Halifax County in ten equal prizes.

No. 2. Eight prizes of equal value: five for Lunenburg County and three for Queens County.

No. 3. Two prizes of equal value to each of the four sub-divisions: (a) Yarmouth, (b) Argyle, (c) Barrington and (d) Shelburne. Sections with Cadet Corps excluded.

No. 4. Five prizes of equal value.

No. 5. Four equal prizes for ungraded schools of the district. Two equal prizes for best department to two-department schools. One prize for best department of schools having more than two departments. Sections with Cadet Corps excluded.

No. 6. Five prizes of equal value; two for Antigonish, two for Guysboro and one for St. Mary.

No. 7. Six equal prizes, three for each District of the Inspectorial Division.

No. 8. Inverness North, four prizes. Victoria County, three prizes.

No. 9. Eight prizes of equal value. Three prizes for the incorporated towns; three prizes for the rural schools of Pictou East; and two for the rural schools of Pictou West.

No. 10. Eight prizes of equal value. (a) Three for the incorporated towns, one of which will be for Grades I to III inclusive, one for Grades IV to VI inclusive, and one for Grades VII to XII, inclusive. (b) Two prizes for the graded schools not included in the above. (c) Three prizes to the rural ungraded schools.

No. 11. Two-thirds of the total amount to be awarded to the graded schools of the Division in ten prizes in the proportion of 19, 18, 17, 16, 15, 14, 13, 12, 12, 11 and 10; and one-third of the total amount to be awarded to the ungraded schools of the Division in six prizes in the proportion of 15, 14, 13, 12, 11 and 10.

No. 12. Eight prizes of equal or nearly equal value will be assigned; Six for Colchester and two for East Hants. Sections having a Cadet Corps will not be eligible for competition.

174. PHYSICAL TRAINING IMPERATIVE IN ALL SCHOOLS.

(a) Altho third class teachers are not required to have a certificate of qualification to give physical training in school as it should be given, they are nevertheless required to qualify as far as possible, and to give the exercises most suitable to the conditions of the school from the prescribed text. This is one of the health precautions imperative in every school.

(b) Every teacher of class higher than third must satisfy the Inspector that exercises suitable to the conditions of the school are being regularly given to the pupils according to the prescribed text. Neglect or inefficiency in this respect on the report of the Inspector will render the teacher liable to a reduction of Provincial Aid to the next lower class.

(c) Physical training is more than mere recreative exercises. It is an educational subject and should take its place in the time table of each school. A Physical Training lesson, consisting of a complete table and occupying at least twenty minutes, should be taught two or more times per week.

(d) To assist the Inspectors in making the allotment of Prizes for Physical Training from the Strathcona Trust, a report in the subjoined form should be sent by each Principal (or Teacher in case of ungraded schools) to the Inspector on or before the 1st of June.

(e) Report of Physical Training, in.......... school Section No.......... District of.......... for school year beginning August, 192....

Name of Teacher.	No. of lessons P. T. per week.	No. of minutes per week given to recreative exercises.	Remarks.

..............................Principal.

Note.—Column 2 "lesson" means the period of 20 minutes or more, devoted to teaching a Table of exercise.

Column 3, "Recreative Exercise" is the short break in each long period during which the pupils are vigorously put thru one or more familiar exercises.

175. COMMERCIAL COURSE.

The commercial course is regarded as a fourth year course of the High School. Students entering it have a Great XI certificate and have made at least 60 per cent. in English of Grade XI, Arithmetic of Grade X, and Geography of Grade IX. Such students can complete the course in one year. Those having lower attainments may enter the course provided there is accommodation. They cannot, as a rule, graduate in one year.

		Periods or Sessions per week.	Pass Mark.
Dble. E. Bookkeeping.	(Kaulback &Shurman's)	2 sessions	60 p. c.
Com. Correspondence.	(E. Werner's)	1 period	60 p. c.
Commercial Law	(Wm. H. Anger's)	1 period	60 p. c.

Penmanship	(C. C. Lister's)	2 periods	75 p. c.
Shorthand	(Isaac Pitman's)	5 periods	.75 p. c. & 100 words per minute.
Typewriting	(A. J. Barnes')	10 periods	Tabular, 75 p. c. Speed ,35 words per min.
Political Economy	(Jevon's Primer—Fawcett's for reference)	1 session	60 p. c.

A period is 45 minutes, a session at least one hour.

176. THE UNIVERSITY GRADUATES EXAMINATION.

Minor subjects may be passed during the undergraduate course. See Reg. 180 (c).

The university graduates testing examination shall be upon two series of papers—the *higher* of university "graduation distinction" standard, the *lower* of university "graduation pass" standard. The university graduate examination "pass" shall require at least a paper in each group of subjects, English, Foreign Languages, Mathematics, and the Sciences:—with,

(1) A pass (50%) in at least *one subject* of the higher standard (*major* subjects).

(2) A pass in *five other subjects* of the lower standard (*minor* subjects).

(3) Certificates of the following university courses or approved equivalents taken and passed by candidates shall be imperative and must be taken later than the first year of the university course, namely:—Logic and Psychology, and any two of the following: Ethics, Political Economy, Sociological Science, Modern Philosophy, History.

177. SYLLABUS OF THE HIGHER STANDARD

[Two papers, three hours long, on each subject.]

A. ENGLISH.

(a) History of the English Language as in Lounsbury or Emmerson and a general idea of the history of "English Spelling and Spelling Reform" as in Lounsbury.

(b) History of Nineteenth Century English Literature, as in Herford's "The Age of Wordsworth" (1798-1832), and Walker's "The Age of Tennyson" (1830-1879).

(c) A thoro knowledge of the following works: Dowden's "Selections from Wordsworth," Browning's Shorter Poems by Baker, Tennyson's Shorter Poems by Nutter, Palgrave's Golden Treasury of Songs and Lyrics (Book IV), Pancoast's "Standard English Prose" (the selections from Lamb to Stevenson).

(d) Ten Brink's History of Early English Literature (Vol. I).

(e) Bright's Anglo-Saxon Reader (the introduction and Parts I, II and IV).

(f) Morris' Specimens of Early English, Part I (Extracts ix to xviii inclusive).

(N. B. All candidates are expected to have a thoro knowledge of the principles of Composition. To ensue the possession of this knowledge and of the ability to make practical use of it, the writing of an Essay on some one of the several given subjects will form an important part of this examination).

B. FOREIGN LANGUAGES.

Translation at sight, from any ordinary authors, with Grammar (including Prosody), Composition, and a fair knowledge of the national, social, institutional and literary history of the people whose language is dealt with, in any of the following languages:—Latin, Greek, French, German.

[Extracts will be set from at least three prose and three poetical authors in each language. In French and German the candidate's ability to use the spoken language may be tested by one or more questions requiring *viva voce* examination].

C. MATHEMATICS.

(a) Algebra, Geometry and Trigonometry *as in Grade XII.*

(b) Plane and Solid Analytical Geometry, including the general equation of the second degree. Differential and Integral Calculus,as in Murray's *Infinitesimal Calculus.*

D. SCIENCES.

Any *one* of the following:

E. PHYSICS.

(a) A knowledge of *General Physics*, as in "A Textbook of Physics" by Watson (unstarred sections), or any equivalent;

(b) The presentation of note books describing the *laboratory Experimental work* of the candidate, duly certified by the Instructor, the work to consist of at least 50 experiments of recognized University work (e. g., as in Ames and Bliss' "Manual of Experiments in Physics"). In cases where the candidate cannot present note books satisfactory to the examiner, the test may be made by a practical laboratory examination.

(c) *Elementary Mathematical Physics.* A knowledge of the results obtained by the application of elementary mathematics to physical problems; such as might be obtained during a course of lectures of two or three hours per week running thru two years. The grade of work such as is given in Preston's "Theory of Heat," Preston's "Theory of Light," and J. J. Thomson's "Elements of Electricity and Magnetism," or their equivalents.

F. CHEMISTRY.

(1) *Inorganic Chemistry* as in Smith's "General Inorganic Chemistry," or an equivalent,

with laboratory work in General Chemistry, which should include the preparation of some typical gases, acids, and salts, and at least five or six quantitative experiments in illustration of the fundamental laws of Chemistry. The laboratory work may be partially tested by requiring the candidate to produce a properly certified record of his experimental work.

(2) *Organic Chemistry* as in Remsen's "Compounds of Carbon," or an equivalent to be accompanied by laboratory work, which should include the preparation of at least 20 typical carbon compounds. The laboratory work may be tested partly by questions in the papers on Chemistry, and partly by requiring the candidate to produce specimens of his preparations properly certified to be his own work.

(3) *Analytical and Physical Chemistry*, including:

(a) *Qualitative Analysis* of the common acids and bases.

Candidates may be tested by a practical laboratory examination and by questions in the Chemistry papers.

(b) *Quantitative Analysis*. The estimation of the following elements in their common compounds:—Chlorine, Sulphur, Phosphorus, Carbon (in carbonates), Silicon, Silver, Copper, Calcium, Magnesium, Lead, Iron; Carbon and Hydrogen in organic compounds. Candidates may be tested by a practical exercise in the laboratory and by questions in the Chemistry papers.

(c) *Physical Chemistry*, as in Talbot and Blanchard's "Electrolytic Dissociation Theory" and Walker's "Introduction to Physical Chemistry."

(4) *Outlines of Chemistry*, as in Tilden's "Short History of Scientific Chemistry," Thorpe's "Essays in Historical Chemistry," "Justus von Liebeg" and "John Dalton" in the Century Science Series.

G. BIOLOGY.

(a) *Botany* as in *Principles of Botany* and *Laboratory and Field Manual* by Bergen and Davis, A practical knowledge of the system of classification and the use of Manuals, as Gray's. An acquaintance with (a) the common Spermatophytes and Pteridophytes of Nova Scotia and (b) type species of native Bryophytes and Thallophytes representing the more common classes or orders. The exhibition of and examination upon a collection of fifty species correctly determined and well mounted by the candidate under (a), and of twenty-five (counting microscopic slides) also mounted and determined under (b). As evidence of the character and scope of the practical work done by the candidate, laboratory note books with drawings, properly certified, must be submitted at the examination, and the written papers may be supplemented by *viva voce* examination and tests in laboratory work and manipulations.*

(b) *Zoology* as in Hertwig's *Manual of Zoology* (translated by Kingsley). A practical knowledge of the system of classification and the use of manuals as Jordan's. An acquaintance with (a) the more common vertebrate fauna of Nova Scotia, and (b) typical species of the classes of native invertebrates. The exhibition of and examination upon at least fifteen specimens under (a) and at least twenty-five microscopic or macroscopic specimens under (b), all correctly determined and neatly mounted or prepared by the candidate. As evidence of the character and scope of the practical work done by the candidate, laboratory note books with drawings, properly certified, must be submitted at the examination and the written papers may be supplemented by *viva voce* examination and tests in laboratory work and manipulation.*

---

*The candidate must show his ability to dissect macroscopically and microscopically, to make miscroscopic sections, and have an elementary knowledge of miscroscopic technique. A monograph upon, or a special study of, any biological group of species, may be accepted according to its merits as supplementing defects in collections, etc. Any original work showing a knowledge of the subject will enhance the candidate's standing.

(c) *Economic Biology.* A knowledge of the more common injurious weeds and insect pests of the Province; also of the biological role of Bacteria in relation to Agriculture. Works of reference: *Farm Weeds of Canada*; *Economic Entomology* by Smith and *Bacteria in relation to Country Life* by Lipman.

(d) *History of Biology.* Prescribed readings: *From the Greeks to Darwin* by Osborn; *Origin of Species* by Darwin; *Darwinism Today* by Kellog.

H. GEOLOGY AND MINERALOGY.

(a) *General Geology as in College Geology* by Chamberlin and Salisbury. or an equivalent ,and *Canadian Geology* as in *Geology and Economic Minerals of Canada* by Young and Brock.

(b) *Economic Geology.* The origin, mode of occurrence and uses of economic minerals as in Ries' the *Economic Geology of the United States*, and the distribution of these in Canada, as in *Geology and Economic Minerals of Canada.*

(c) *Petrography and Mineralogy.* Such a knowledge of rocks as will enable one roughly to determine specimens in the field. The determination of typical rocks in their section. A knowledge of the important economic minerals, and their determination by physical properties, and simple blow-pipe tests.

(d) *Practical Geology.* The identification of structural and topographical features. A knowledge of the methods employed in conducting geological surveys, and in the construction of geological maps and sections and their interpretation.

The exhibition of certified class notebooks, drawings, maps and sections, etc., made by the candidate. (The *viva voce* examination may include practical work in the field, and the identification of the more common fossils, minerals, rocks, etc., and petrographic microscopic as well as macroscopic characters).

(e) *An Historical Outline of Geology* as in Geike's *Founders of Geology*, or an equivalent, and some acquaintance with the leading present-day workers.

178. SYLLABUS OF THE LOWER STANDARD.

[One paper three hours long on each subject, supplemented by *viva voce* examination and practical demonstration at the option of the examiner.]

ENGLISH.

As in (a), (b) and (c) of the Higher Standard.

[All candidates are expected to have a thoro knowledge of the principles of Composition. To ensure the possession of this knowledge and of the ability to make practical use of it, the writing of an Essay on some one of several given subjects will form an important part of the examination.]

FOREIGN LANGUAGES.

As in the higher standard but with easier questions. In French and German the candidate's ability in the spoken language may be tested by one or more questions requiring *viva voce* examination.

MATHEMATICS.

As in (A) of the higher standard.

SCIENCE.

Any of the following:—

Physics: As in (a) of the higher standard.

Chemistry: As in (1) of the higher standard, omitting the sections of the text book in small print.

Biology: As in (a) or (b) of the higher standard, together with an outline of the history of Biology, as in *The Science of Life* by Thomson, and *Bacteria in Relation to Country Life* by Lipman.

Geology and Mineralogy: As in (a) of the higher standard, and Miller's *Minerals and How They Occur.* Some knowledge of field work and map making as in (d) of the higher standard, which may be tested mainly in the *viva voce* examination.

179. NON-GRADUATE CANDIDATES.

Candidates who have not graduated from a recognized University, if they have spent at least four academic years in study after attaining the grade XII standard of scholarship, and have obtained a pass on the testing provincial University graduate examination, may be admitted to a special examination on the remaining subjects of a full university course, in order to obtain the standing of a graduate of a recognized university under those regulations. But the cost, syllabus and time of any such examination have not at present been determined.

180. GENERAL RULES OF EXAMINATION.

(a) Options will be given when questions deal with minute details in subjects of wider range in the sciences especially, with the object of equalizing the effects of different instructors, and texts are mentioned merely to indicate the comprehensiveness and intensiveness of the study required.

(b) An average of fifty per cent and fifty on the *major*, with none below forty on the *minor* subjects, is required for a pass, provided the candidate also passes in the practical and *viva voce* examination. An average of forty per cent will be accepted as a teachers' pass on grade XII, and of thirty per cent as a teachers' pass on grade XI, provided English and the *major* do not fall below the pass mark.

(c) A candidate may also pass by *partial* examinations (that is, on one or more subjects in different years) by making at least fifty per cent on each *minor* subject while an undergraduate or graduate, and at least fifty per cent on a *major* subject after graduation from the university.

(d) The examination will be held in The Technical College, Halifax, during the third week in August, for the convenience of laboratory demonstration and *viva voce* examination.

(e) *A preliminary notice* stating the intention to make application, and specifying the details to be proven and subjects to be taken, should be sent in to the Superintendent not later than the first day of May preceding.

(f) Application for examination should be made to the Superintendent of Education before the first day of June, stating the higher and lower subjects to be written upon, and furnishing *proof* (1) of having matriculated into a university on a standard approximately as high as the pass of Grade XII of the provincial high school, (2) of having taken thereafter a full course of four academic years, three of which must have been the second, third and fourth years of the university course, and (3) of graduation as recognized in the regulations preceding.

(g) There shall be no fee for examination.

181. PUBLISHERS OF TEXTS MENTIONED.

Emerson's "History of the English Language" .... (Macmillan).
Lounsbury's "English Language" (Henry Holt & Co.).
Lounsbury's "English Spelling and Spelling Reform" .... (Harpers).
Herford's "The Age of Wordsworth" .... (Bell & Sons).
Walkers "The Age of Tennyson" (Bell & Sons).
Dowden's "Selections from Wordsworth" .... (Ginn & Co.).

Baker's "Browning's Shorter Poems"	(Macmillan).
Nutter's "Tennyson's Shorter Poems"	(Macmillan).
Palgrave's "Golden Treasury"	(Macmillan).
Pancoast's "Standard English Prose"	(Holt & Co.).
Ten Brink's "History of English Literature"	(Bell & Sons.)
Bright's Anglo Saxon Reader	(Holt & Co.).
Morris's Specimens of Early English, Part I	(Clarendon Press).
Murray's Infinitesimal Calculus	(Longmans).
Watson's Text Book of Physics	(Longmans).
Preston's "Theory of Heat"	(Macmillan).
Preston's "Theory of Light"	(Macmillan).
J. J. Thompson's "Elements of the Mathematical Theory of Electricity and Magnetism"	(Cam. U. Press).
Smith's "General Chemistry"	(Century Co.).
Smith's "General Inorganic Chemistry"	(Century Co.).
Remson's "Compounds of Carbon"	(D. C. Heath Co.).
Talbot and Blanchard's "Electrolytic Dissociation Theory"	(Macmillan).
Walker's "Introduction to Physical Chemistry"	(Macmillan).
Tilden's "Short History of the Progress of Scientific Chemistry"	(Longmans).
Thorpe's "Essays in Historical Chemistry"	(Macmillan).
Shenstone's "Justus von Liebeg" in Century Science Series	(Macmillan).
Sir H. E. Roscoe's "John Dalton" in Century Science Series	(Macmillan).
Bergen and Davis' "Botany and Laboratory Manual"	(Ginn & Co.)
Gray's "Manual of Botany" (Seventh Edition)	(Am. Book Co.).
Jordan's "Manual of Vertebrates"	(McClurg & Co.).
"Bacteria in Relation to Country Life" by Lipman	(MacMillan).

"Darwinism To-Day" by Kellogg(H. Holt & Co.).
"From the Greeks to Darwin" by Osborne..................(Macmillan).
Thompson's "Science of Life"...(Blackie & Son).
Jordon & Kellogg's "AnimalLife"(D. Appleton).
Bower's "Practical Botany for Beginners"..................(MacMillan).
Hand Book of Instructions for Collectors..................(Brit. Museum).
Scott "Introduction to Geology".(Macmillan).
Salisbury's "Physiography".....(H. Holt & Co.).
Miller's "Minerals and How They Occur"......................(Toronto).

182. TEXT BOOKS FOR PUBLIC SCHOOLS.

In performing the duty of selecting and prescribing text books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education.

Instructors and teachers are reminded—

(1) That the course of study for common schools encourages an economical expenditure for the text books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text book should not be required for a child until he is prepared to use it intelligently.

(2) That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

Under no circumstances, however, should the teacher order the pupils to purchase these other books which are *not* prescribed. The prescribed text book, on any subject, is the only one the pupils are expected to purchase.

(3) Under Section 72 (e) of the Education Act, school sections can vote money for the purchase of prescribed school books, and school trustees are free to arrange to distribute them at *cost*, *at reduced price*, or *free* to all pupils of their schools, or to pupils who cannot afford to buy them.

(4) *The school trustees or school boards are the proper parties to take charge of the supply of books* for they are in continual and close touch with the school. They can allow those who desire to own their books to do so; and the deserving indigent can be supplied free. Both oversight and economy can be easily maintained under the management of the local trustees. This scheme may be put into practise with very little effort on the part of the trustees or members of the school board; and a section which once voted the money for school books could have it recouped annually and so with very little more cost year by year could continue to supply its pupils indefinitely.

(5) Following is the list of text books, together with the grades in which each book is used, prescribed for the public schools of Nova Scotia during the school year 1 August, 1921 to 31 July, 1922.

The prices of the texts are to be found in the Price List as published by the N. S. School Book Bureau. Each list is effective from date printed until new list is published. From time to time, the prices effective at time of publication of the Journal of Education are printed in the Journal.

183. BOOKS PRESCRIBED FOR COMMON SCHOOL GRADES.

No. of copies	Title of Book.	List Price.	Postage per Copy.	Total.
......	Atlantic Reader No. 1,Grade I	.30	.03	....
......	Atlantic Reader No.II,GradeII.	.40	.05	....
......	Atlantic ReaderNo.III,GradeIII	.50	.06	....
......	Atlantic Reader No.IV,GradeIV	.60	.06	....
......	Atlantic Reader No. V, GradeV.	.60	.06	....
......	Atlantic ReaderNo.VI, GradeVI	.60	.06	....
......	N. S. Reader No.IV, Grades VII and VIII..............	.18	.07	....
......	English Dictionary ,Grades V to VIII..................	.50	.03	....
......	N. S. Public School Speller, Grades III to X............	.45	.06	....
......	Acadian Reader No. I, Pt. I, Grade I..................	.25	.02	....
......	Acadian Reader No. I, Pt. II, Grade I..................	.25	.02	....
......	Acadian Reader No. I, Grade I.	.50	.04	....
......	Acadian Reader No. II,GradeII	.60	.06	....
......	Acadian Reader No. III, Grade III.......................	.80	.08	....
......	Acadian Reader No.IV,GradeIV	.80	.06	....
......	Elementary Arithmetic, Part I, Grades IV and V..........	.65	.05	....
......	Elementary Arithmetic, Part II, Grades VI to VIII.........	.65	.05	....
......	Marshall's Bookkeeping, Grade VIII.....................	.20	.02	....
......	Bookkeeping Blanks, GradeVIII	.20	.03	....
......	Goggin's Elementary English Grammar, Grades VII &VIII.	.45	.05	....
......	N. S. English Grammar, Grades VII and VIII........	.45	.04	....
......	Ont. P. S. Composition, Grades VII and VIII..............	.50	.05	....
......	How to be Healthy, Grades V to VIII.....................	.65	.07	....
......	Calkin's Brief History of Canada Grades V to VIII...........	.45	.05	....
......	Brief History of England, Grades VI to VIII.........	.25	.02	....
......	Calkin's Junior Geography, Grades V to VIII..........	1.00	.08	....
......	Royal Crown Copy Books, 1 to 10, Graded Series..........	.09	.01	....
......	Augsburg's Drawing Books, 1 to 8, Graded Series...........	.12	.02	....
......	Prang's Drawing Books, I to 7.	.20	.03	....
......	School Day Melodies, Pts. Iand II, Cover all Grades (Tonic-sol-fa) each................	.10	.02	....
......	Common School Book of Music (Staff)...................	.60	.07	....
......	P. S. Music Course (Staff)Graded Series.................	....	....	....

No. of copies	Title of Book.	List Price.	Postage per Copy.	Total.
......	Book I	.30	.05	....
......	Book II	.30	.05	....
......	Book III	.30	.05	....
......	Book IV	.30	.05	....
......	Book V (F. Clef.) Mixed Classes	.30	.05	....
......	Book V (G. Clef). Girls' Classes	.30	.05	....
......	N. E. Music Course (Staff) Graded Series	....	....	....
......	Song Reader	.80	.07	....
......	Primary Melodies	.50	.03	....
......	First Reader—Can. Edition	.60	.06	....
......	Second Reader—Can. Edition	.60	.06	....
	Books for Teachers' Use only			
......	Art Manual	.40	.14	....
......	Syllabus Physical Exercises	.50	.05	....
......	Augsburg's Drawing Manuals, I, II, and III, each	.95	.07	....
......	Newton—Music in the Public Schools	1.55	.07	....
......	Teachers' Edition for Elementary Grades in Music	1.75	.10	....
	184. Books for High School Grades.			
	Ont. H. S. Reader (Rev.) Grades IX and X	.85	.08	....
......	Dickens and Ruskin—Selections, Grade IX	.40	.03	....
......	Dickens—Tale of Two Cities, Grade X	.40	.05	....
......	Shakespeare—Julius Caesar, Grade XI	.40	.03	....
......	Ont. High School Composition Grades IX and X	.60	.06	....
......	High School English Grammar, Grade IX	.80	.05	....
......	N. S. Public School Speller, Grades IX and X	.45	.06	....
......	Meiklejohn's Outline of History of English Lit. Grade XI	.65	.05	....
......	Macaulay's Life of Samuel Johnson, Grade XI	.60	.05	....
......	Stevenson's Kidnapped, Grade XI	.60	.05	....
......	Shakespeare's As You Like It, Grade XII	.40	.03	....
......	Palgrave's Golden Treasury, Book 2, Grade XII	.50	.03	....
......	Scott's Talisman, Grade XII	.50	.03	....
......	Selected English Short Stories, Grade XII	.70	.05	....

No. of copies	Title of Book.	List Price.	Postage per copy.	Total.
......	Selected Speeches Foreign Policy, Grade XII..............	.70	.05	....
......	Jeffries Longer Narrative Poems, Grade XII...........	.30	.02	....
......	Bradley's The Making of English, Grade XII............	1.75	.07	....
......	Pancoast & Shelley's First Book of English Literature, Grade XII......................	2.00	.10	....
......	Ont. High School Latin Book, Grades IX, X, XI, XII.....	1.00	.10	....
......	D'Ooge's Latin Composition, Part I, Grade XII..........	.75	.04	....
......	Caesar, Gallic War Book 1, Grade XI..................	.60	.03	....
......	Caesar, Gallic War Books 2 and 3 (one vol.) Grade XII......	.60	.03	....
......	Ovid Myths from the Metamorphoses, Grade XII...........	.60	.03	....
......	Vergil Aeneid, Book I, Grade XI	.60	.03	....
......	Vergil Aeneid, Book II, Grade XII.................	.60	.03	....
......	Xenophon Anabasis, Book I, Grade XI.................	.60	.03	....
......	Xenophon Anabasis, Book II, Grade XII.................	.60	.03	....
......	Xenophon Anabasis, Book III, Grade XII.................	.60	.03	....
......	White's First Greek Book, Grades X, XI, XII.........	1.80	.10	....
......	Ont. H. S. French Grammar, Grades IX, X, XI, XII.....	.80	.08	....
......	French English—English French Dictionary, Grades IX to XII	.85	.05	....
......	Bertenshaw's First Conversational French Reader, Grades IX and X.................	.90	.04	....
......	Berthon's Specimens of Modern French Prose, Grade XI.....	1.00	.04	....
......	Corneille's Polyeucte, Grade XII	.90	.03	....
......	Sandeau's Sacs et Parchemins, Grade XII................	.90	.03	....
......	Moliere's Le Bourgeois Gentilhomme, Grades XII........	.90	.03	....
......	Joynes-Meissner's German Grammar, Grades X, XI, XII	1.80	.10	....
......	Buchheim's Modern German Reader, Part I, Grade XI....	.85	.05	....
......	Buchheim's Modern German Reader, Part II, Grade XII...	.85	.05	....
......	Schiller's Wilhelm Tell, Grade XII	.85	.08	....
......	Kennedy & O'Hearn's Academic Arithmetic. Grades IX and X	.60	.04	....
......	N. S. High School Algebra, Grades IX X XI..........	1.00	.10	....
......	Hall & Knight's Senior Matriculation Algebra Grade XII....	1.35	.05	....

No. of copies.	Title of Book.	List Price	Postage per copy.	Total
......	N. S. High School Geometry Grades X XI XII.........	.80	.08	....
......	Morton's Mechanical Drawing Grade IX.................	.50	.03	....
......	Thompson's Manual Training No. II Grade X............	.60	.03	....
......	Murray's Essentials Trigonometry and Mensuration Grade XI................	1.60	.05	....
......	Murray's Plane and Spherical Trigonometry Grade XII...	2.25	.10	....
......	Merchant & Chant's Elementary Physics for High Schools Grades IX and X..........	.80	.07	....
......	Ontario High School Physics Grade XII................	.90	.10	....
......	Evans' Elementary Chemistry for High Schools Grade XI...	.75	.07	....
......	Newell's General Chemistry Complete, Grade XII.......	2.40	.10	....
......	Brittain's Elementary Agriculture and Nature Study M. P. Edition, Grade IX..........	.85	.08	....
......	Bailey's Beginner's Botany (General *or* Western Edition) Grade IX)................	.85	.05	....
......	Bergen & Davis' Botany Grade XII................	2.40	.10	....
......	Ont. High School History of England, Grade X..........	1.20	.10	....
......	Myers' A Short History of Ancient Times Grade XI........	1.60	.10	....
......	Myers' A Short History of Med. and Mod. Times Grade XII.	1.60	.10	....
......	Calkin's General Geography Grade IX.................	1.75	.10	....
	185. For Teacher's use and M. P. Q. Work.			
......	Canadian Civics, N. S. Edition	.50	.05	....
......	Ont. H. S. Physics Laboratory Manual..................	.35	.05	....
......	Calkin's Notes on Education...	1.20	.07	....
......	Lyster's Hygiene and Temperance......................	1.50	.07	....
......	Munro's Brief Course in History of Education..............	1.50	.10	....
......	Fitch's Lectures on Teaching...	1.80	.08	....
......	Bagley's Educative Process.....	2.00	.10	....

186. THE NOVA SCOTIA SCHOOL BOOK BUREAU.

The Nova Scotia School Book Bureau has been established by the Government in connexion with the Department of Education and is under the regulations of the Council of Public Instruction. The aim of the Bureau will be to provide the people of the Province with the prescribed school books, not only at as low prices as possible, but at prices which will be uniform thruout the Province.

All books prescribed for both the common and high school grades, as well as the books necessary for the M. P. Q. examinations, are kept in stock at the wareroom of the Bureau, in the Provincial Building Annex, Cheapside, Halifax, N. S. A full list of the books supplied by the Bureau is printed on the Bureau's Requisition Form, which is also the Price List. Each new Price List bears date of issue at top. No book not on this list is kept in stock by the Bureau. Among other things this list contains the retail prices at which the books supplied by the Bureau are to be sold, and the purchaser should know that the book dealers have agreed with the Bureau not to sell any books at a price higher than that which is shown on the Bureau's price list. The necessary postage per copy is also given, which must be sent in together with full list price, when small orders are to be sent by mail. The amount shown in column for postage is not part of the list price.

The Bureau will supply its books to any person, dealer or otherwise, who remits the necessary amount with his order, which order, for convenience, should be filled in on the printed Requisition Form supplied by the Bureau. School trustees and teachers are the proper persons to purchase the supply of books for the use of the pupils of the section. They should note the conditions laid down herein.

187. TO TRUSTEES AND TEACHERS.

School trustees and teachers may now purchase all the prescribed books for the use of the pupils of the section direct from the Bureau. When school trustees or teachers send in an order to the Bureau, amounting to THREE DOLLARS LIST PRICE OR OVER, and certify that the books are ordered for the use of the schools of the section, the Bureau will allow a discount of 10 per cent. from the list price of the Bureau. Remittance to cover must accompany order.

Further, on all orders of THREE DOLLARS OR OVER the Bureau will pay TRANSPORTATION CHARGES under the following conditions. The Bureau will endeavor, as far as possible, to ship by the route designated in the order received from the teacher or trustees, but the Bureau reserves the right to ship the cheapest way, if such is considered of equal advantage with that specified in the order. If, however, person ordering demands that shipment be sent by express, post, or other costly conveyance, the Bureau will pay an amount not more than the "*freight*" equivalent. Balance of transportation charge must be paid by the person sending in the order.

The teacher or trustees ordering must, in such cases, sign the Agreement on Requisition Form, and they are at liberty to arrange to distribute the books at cost to them, or at reduced price. They must not, however, demand more than the price on the price list of the Bureau.

All orders UNDER THREE DOLLARS ordered to be sent by post, must be accompanied by full list price, together with necessary postage per copy as on price list of the Bureau; if ordered to be sent by other conveyance full transportation charges must be borne by purchaser. [It should be noted that the small costal packets require prepayment of charges in every case. Consequently when books are to be sent this way, sufficient to prepay charges should be sent in with order].

188. TO BOOK DEALERS.

HOW BOOKS MAY BE OBTAINED BY DEALERS FROM THE NOVA SCOTIA SCHOOL BOOK BUREAU.

(1) Dealers, when ordering books from the Bureau, should, as far as possible, use the printed Requisition

Form, and should be very careful to fill in exactly and carefully all spaces, showing number of copies, shipping instructions, name and address, etc. This will obviate many mistakes that are liable to occur when orders are sent in not on the printed form. DEALERS SHOULD STATE EXPLICITLY HOW THEY WISH GOODS SHIPPED.

(2) Each and every Requisition for books must be accompanied by cash payment in full for all books ordered, calculated at 85% of the prices on the list issued by the Bureau. Payment may be made by Postal Order, Express Money Order, Postal Note, Bank Draft, Cash or Bank cheque. BANK CHEQUES MUST BE PAYABLE AT PAR IN HALIFAX.

(3) Dealers who wish to keep a stock of the books supplied by the Bureau, to sell at retail, must sign the agreement on Requisition Form, when sending in their initial order. This agreement will be taken to cover future orders as well.

(4) The Bureau will pay FREIGHT charges on orders amounting to $10.00 (list price) or over, but purchasers are expected to take delivery from the railway, steam boat, schooner or stage company at the nearest available station or point, and to defray thereafter the cartage or other transportation charges. On orders of $10.00 or over to be shipped by Express, the Bureau will pay an amount not greater than the freight charges, as outlined above, the difference between freight and express to be borne by the purchaser. The Bureau reserves the right to ship cheapest way.

(5) On orders of less than $10.00 (list price), transportation charges from Halifax to destination. by whatever conveyance, must be borne by person sending in the order.] It should be noted that the small costal packets require prepayment of charges in every case. Consequently when books are to be sent this way, sufficient to prepay charges should be sent in with order].

(6) The Bureau agrees to repurchase from dealers, at the actual price which they paid to the Bureau,

all unused books on hand in good condition which had been previously purchased from the Bureau, if and when such books cease to be prescribed for use in the schools of Nova Scotia. In this case those returning books to the Bureau must pay the transportation charges.

NOTE:—The Bureau will *not* repurchase books from dealers during the term of prescription. Also the Bureau will not *exchange* books during the year, in cases where it is evident that dealers have overstocked.

189. HOW BOOKS MAY BE OBTAINED IN SMALL LOTS.

Any person, dealer or otherwise, may obtain single copies or small lots of the books from the Bureau on sending in requisition for same. Each and every Requisition must be accompanied by payment in full for the books ordered, calculated at the full prices on the Bureau's price list, together with the stated amount per copy shown in column for postage. The books will then be sent by book post, or parcel post, without further cost to the purchaser. (NOTE): It is not expected that dealers will send in orders to go by Post, as being allowed 15% discount they must send in FULL POSTAGE which in some cases is more than the discount. Do not add list price and postage together and take the discount on that. The amount in column for postage is not part of the list price of the book. Full postage is not necessarily that shown on order form.

NOVA SCOTIA SCHOOL BOOK BUREAU.

190. PRICE LIST AND REQUISITION FORM.

This Price List is printed as a sample only.

Supersedes all previous Price Lists.

....Place and Date.

.... Name.

.... Place

.... County.

Please forward as below:

Shipping Directions: Customer will please give here in full details how books are to be shipped—give full directions as to name of Railway (if by freight); nearest Express Office, name of Steamer or Schooner, etc.

....

....

....

Costal steamers demand freight to be prepaid. Sufficient should be sent in to cover, when necessary].

191. Common School Grades.

No. of copies	Title of Book.	List Price.	Postage per copy.	Total.
	Atlantic Reader No 1	.30	.03	
	Atlantic Reader No. 2	.40	.05	
	Atlantic Reader, No. 3	.50	.06	
	Atlantic Reader No 4	.60	.06	
	Atlantic Reader, No. 5	.60	.06	
	Atlantic Reader, No. 6	.60	.06	
	N. S. Reader, No. 4	.18	.07	
	English Dictionary	.50	.03	
	N. S. Public School Speller	.45	.06	
	Acadian Reader No. 1, Pt. I	.25	.02	
	Acadian Reader No. 1, Pt. II	.25	.02	
	Acadian Reader No. 1	.50	.04	
	Acadian Reader No. 2	.60	.06	
	Acadian Reader No. 3	.80	.08	
	Acadian Reader No. 4	.80	.06	
	Elem. Arithmetic Part I	.65	.05	
	Elem. Arithmetic Part II	.65	.05	
	Marshall's Bookkeeping	.20	.02	
	Bookkeeping Blanks (Set)	.20	.03	
	Goggin's Elem. Eng. Grammar	.45	.05	
	N. S. English Grammar	.45	.04	
	Ont. P. S. Composition	.50	.05	
	How to be Healthy	.65	.07	
	Brief History of Canada	.45	.05	
	Brief History of England	.25	.02	
	Junior Geography	1.00	.08	
	Royal Crown Copy Books (ea.) (Nos. 1-10)	.09	.01	
	Augsburg's Drawing Books (ea.) (Nos. 1-8).	.12	.02	
	Prang's Drawing Books (ea.) (Nos. 1-7)	.20	.03	
	Music Books as prescribed			

No. of copies.	Title of Book.	List Price.	Postage per copy.	Total.
	192. Teacher's Books.			
......	Art Manual	.40	.14	....
......	Syllabus Physical Exercises	.50	.05	....
......	Augsburg's Drawing Manuals (ea.) (Nos. 1-3)	.95	.07	....
......	....	....	....	....
......	Music Books for Teachers (as prescribed)	....	....	....
......	....	....	....	....
......	Canadian Civics	.50	.05	....
......	Physics Manual	.35	.05	....
......	Calkin's Notes on Education	1.20	.07	....
......	Lyster's Hygiene	1.50	.07	....
......	Munro's Brief Course	1.50	.10	....
......	Fitch's Teaching	1.80	.08	....
	133. High School Grades.			
......	Ont. H. S. Reader	.85	.08	....
......	Dickens & Ruskin—Selections	.40	.03	....
......	Dickens—Tale of Two Cities	.40	.05	....
......	Ont. H. S. Composition	.60	.06	....
......	Shakespeare—Julius Caesar	.40	.03	....
......	High School English Grammar	.80	.05	....
......	N. S. Public School Speller	.45	.06	....
......	Meiklejohn'sEnglish Literature	.65	.05	....
......	Macaulay's Johnson	.60	.05	....
......	Stevenson's Kidnapped	.60	.05	....
......	As You Like It	.40	.03	....
......	Golden Treasury	.50	.03	....
......	Scott's Talisman	.50	.03	....
......	Sel. English Short Stories	.70	.05	....
......	Sel. Speeches Foreign Policy	.70	.05	....
......	Longer Narrative Poems	.30	.02	....
......	The Making of English	1.75	.07	....
......	Pancoast & S. English Lit	2.00	.10	....
......	Ont. H. S. Latin Book	1.00	.10	....
......	D'Ooge's Latin Comp. Part I	.75	.04	....
......	Latin Texts (ea.)	.60	.03	....
......	....	....	....	....
......	Greek Texts (ea.)	.60	.03	....
......	....	....	....	....
......	White's First Greek Book	1.80	.10	....
......	Ont. H. S. French Grammar	.80	.08	....
......	French Dictionary	.85	.05	....
......	First French Reader	.90	.04	....
......	Berthon's Spec. Fr. Prose	1.00	.04	....
......	Corneille's Polyeucte	.90	.03	....
......	Sacs et Parchemins	.90	.03	....
......	LeBourgeois Gentilhomme	.90	.03	....
......	Joynes-Meissner Ger.Grammar	1.80	.10	....
......	Modern German Reader, Part I.	.85	.05	....
......	Modern German Reader, PartII	.85	.05	....
......	Schiller's Wilhelm Tell	.85	.08	....
......	Academic Arithmetic	.60	.04	....
......	N. S. High School Algebra	1.00	.10	....

No. of copies.	Title of Book.	List Price	Postage per copy.	
......	Senior Matric. Algebra........	1.35	.05	....
......	N. S. High School Geometry...	.80	.08	....
......	Morton's Mechan. Drawing....	.50	.03	....
......	Manual Training No. 2........	.60	.03	....
......	Murray's Essentials, T. & M...	1.60	.05	....
......	Murray's Plane & Spher. Trig...	2.25	.10	....
......	Elementary H. S. Physics.......	.80	.07	....
......	Ont. H. S. Physics............	.90	.10	....
......	Evan's Elem. Chemistry.......	.75	.07	....
......	Brittain's Elem. Agriculture....	.85	.08	....
......	Beginner's Botany............	.85	.05	....
......	Bergen & Davis Botany.......	2.40	.10	....
......	Newell's General Chemistry...	2.40	.10	....
......	Ont. H. S. History of England.	1.20	.10	....
......	Myers' Ancient History.......	1.60	.10	....
......	Myers' General History.......	1.60	.10	....
......	General Geography...........	1.75	.10	....

194. AGREEMENT TO SELL AT RETAIL AT LIST PRICES.

................N. S.,............192....

I,................of................in the County of........ Province of N. S., in consideration of the terms offered to purchasers school books thru or from the School Book Bureau, which terms are set forth and described in the April "Journal of Education," 1920, under the heading entitled "The Nova Scotia School Book Bureau," do hereby promise and agree to and with the said Bureau that I will not sell or cause or permit to be sold any of the said books at a price greater than the list price above given.

(Signed).......................

195. REGULATIONS OF THE PROVINCIAL NORMAL COLLEGE, TRURO, N. S. (1920-21).

(1) The next session of the Normal College will begin on the last Thursday of September, and will close on the last Wednesday in June, and is free to qualified students, who intend to teach for at least three years in the public schools of Nova Scotia.

(2) Applicants for admission should give notice to the Principal before the beginning of the term, accompanying their application with a certificate of age and character, with a statement of their scholarship qualifications as indicated by the grade of Provincial High School certificate held, and with

the prescribed form of health-certificate and vaccination certificate signed by a registered physician.

(3) The age for admission may be one year less than that required for the license corresponding in rank to the diploma sought.

(4) Five Diplomas are issued by the Normal College:

*Diploma of Academic Rank (for university graduates).
" Superior First Rank (for those holding grade XII).
" First Rank (for those holding grade XI).
" Second Rank (for those holding grade X).
" Third Rank (for those holding grade IX).

Students of the College will be classified, according to the diploma sought, into five divisions,—University Graduate, A, B, C, D, the grade of certificate presented determining the division to which the student shall be assigned.

*Five classes of license are issued corresponding to these diplomas: Academic, Superior First, First, Second and Third classes.

(a) Applicants who have not a Teacher's Pass of the grade corresponding to the division sought to be entered may be admitted provisionally, on examination, if the Faculty reports such applicants as capable of pursuing the Normal College course in these subjects and likely before the close of the term to attain the necessary proficiency therein. To satisfy itself of such proficiency the Faculty will, before the close of the term, subject the candidate to examination, either oral or written, the same being the equivalent of the Provincial High School examination.

(b) High School students who look forward to teaching, and who have in view their professional preparation at the Normal College, should, as far as possible, prepare themselves in the mathematics and natural sciences of the high school grades. Postponement of the study of these branches till the Normal College period, places a candidate at a serious disadvantage not only in seeking the diploma of the Normal College, but later, as a teacher in the public schools.

(5) Students whose homes are not less than ten miles from Truro are allowed travelling expenses at the rate of five cents per mile, coming and going, by the shortest regular routes.

(6) Tution is free, as in Regulation 1. Students who do not intend to teach three years in Nova Scotia receive no travelling allowance and must pay a tution fee of $30 for a full year's course leading to permanent Superior First or permanent First rank; $20 for the Second Rank course, and $20 for the half year course leading to temporary Superior First or temporary First rank.

(a) The tuition fee may be commuted by service in Nova Scotia subsequently to graduation—ten dollars for each year of service. Travelling allowance received at Normal College must be refunded by the graduate in proportion to time of service defaulted.

(b) Graduates of the Normal College who desire exemption from the three years' or the two years' obligation or from any part of it should report to the principal of the Normal College, accompanying application by a statement of where and for what length of time they have taught since graduation.

(c) Any conduct on the part of a graduate of the College implying a disregard of the terms of this regulation, when brought to the attention of the educational authorities, will render the graduate's diploma and any license depending upon it invalid until the regulation is complied with and the suspension removed.

(7) The term for those seeking a diploma of Academic rank is as follows:

(a) For those holding the University post-graduate certificate as well as for graduates of colleges whose degrees require of candidates four years of academic work and three years of academic attendance after passing H. S. Grade XII or its equivalent, from the opening in September to the Christmas vacation.

(b) An alternative shorter course, partaking more of the nature of an examination course on prescribed reading and pedagogic tasks, is usually offered during six weeks of May and June.

(c) Holders of the old Grade XII certificate may obtain admission to special courses on application to the principal of the Normal College.

(8) The term for permanent diploma of Superior First rank is from the September opening to the June closing. Holders of Second and Third Rank diplomas may enter at the commencement of the second half-term and at the New Year, respectively.

(a) Superior First Rank diploma valid for two years will be granted to a candidate who successfully completes one of the half-term peiods, September to February, or February to June; and such diploma will be made permanent when candidate satisfactorily completes the other half-term, thus spending the round of the seasons, September to June, in the training course.

(9) The term for permanent diploma of First Rank is the same as that for permanent diploma of Superior First Rank (see Regulation (8), above); and holders of Second or Third Rank diploma are granted the same abridgments of time as in Regulation 195 (8).

(a) First Rank diploma valid for two years only will be granted to a candidate who successfully completes one of the half-term periods, Sept. to February, or February to June; and such diploma will be made permanent when candidate satisfactorily completes the other half-term, the whole school year being thus compast by candidate.

(b) Holders of Second or Third Rank diploma who have attained to provincial high school grade XI or XII, may be granted some abridgment of the course for temporary First or temporary Superior First Rank ,on application to the principal.

(10) The term for diploma of Second Rank begins on the first Wednesday of the second half-year and closes at the end of the session in June; but candidates holding Normal College diploma of Third Rank may, after one-half year's successful experience in teaching, enter on the first Wednesday of March.

(11) The term for diploma of Third Rank begins at the opening of the session in September, and ends on the last Thursday in January.

(a) Diplomas will on no condition be granted to persons who are not qualified under Regulation (4) preceding, or who are unable to speak or to write with accuracy, clearness, and facility. Persistent use of ungrammatical forms of speech, rudeness of manner, conspicuous awkwardness or timidity, or an unsympathetic attitude towards children, will each constitute a sufficient reason for withholding the diploma.

(12) The Faculty may, in its discretion, refuse the diploma to a candidate whose qualifications are not wholly satisfactory; it may award a diploma of rank lower than that applied for by the candidate ; or it may award an *interim* diploma of lower rank than that sought, the holder of such *interim* diploma after one year's successful teaching, being eligible for a diploma of higher rank, provided application for this, accompanied by the necessary evidence, be made not later than two weeks before the close of the annual session of the Normal College in June.

(a) In general, candidates who have taken the prescribed course for any rank, but owing to lack of skill in teaching have been awarded a diploma of lower rank, may, after two or more years of successful teaching, be advanced to the rank of the course pursued.

(13) Candidates for promotion in rank should, when they take a position as teacher in a public school, notify the Inspector of the fact that they are eligible for promotion.

(14) Students shall lodge and board at such houses as are approved of by the Principal, and ladies and gentlemen shall not be permitted to lodge in the same house. Before a student shall be permitted to take lodging at a house, the Principal shall assure himself by personal inspection or otherwise of the fitness of the accommodation to give physical comfort, to allow undisturbed study and to contribute to the moral welfare of the student; and he shall from time to time thruout the session visit the students' residences, maintaining such oversight as may be necessary to give him reasonable assurance that good order and decorum are observed.

(15) Students who absent themselves from any class without permission or satisfactory explanation may thereby forfeit their diplomas.

196. Discipline.

Matters of discipline will be referred to the Principal The rules of the school are those of gentlemanly and ladylike conduct; and persons who show themselves lacking in qualities that make for propriety of conduct, straightforwardness and industry, will be recommended to withdraw from the school.

197. Fees.

Students of the Junior class (D) are required to pay a library fee of fifty cents; students of the higher classes, one dollar—when library funds are needed.

Students taking laboratory work will be required to deposit with the Principal at the commencement of the term a small sum of money to cover breakage of apparatus and cost of chemicals. Any balance of deposit will be returned at the close of the term. Or, this payment may be commuted by a small fee.

198. Text Books.

In the exemplification of method and in school practise the authorized text-books of the public schools of Nova Scotia will be used in the Normal

College. Pupils will be required to expend a sum varying from five to eight dollars, in the several classes, for additional text-books which will be specified in the course of the term.

199. The Library.

The library, a collection of about 3000 books, selected chiefly for their usefulness to teachers and students, is supported mainly by the small fee payable by each student. A further source of revenue is the tuition-fee now exacted from graduates who fail to complete their three years of service in the public schools of Nova Scotia. The limited funds so accruing are sufficient to keep the shelves supplied with the most important pedagogical works appearing from time to time and with some representation of general literature. Periodical literature both pedagogical and general is quite generously supplied to the reading-tables, and the files of several of the leading educational journals are kept up. It is hoped that before long ampler accommodation may be afforded in the reading-room. Part of the scientific works is now installed in the science-building. Recently, small collections of books have been begun to serve as types of a library for rural schools, classified and numbered according to the rules devised by the Council of Public Instruction.

It is endevoured to plan the course of study so as to provide library periods for the students. Unfortunately, specifically limited courses of study leading to written examinations are observed to tend in many cases to dwarf the student's literary growth, by narrowing his range of reading to the mere necessities of the examination-room. With this condition the Normal College has to contend, realizing as it does the importance to the teacher of the cultivation of many and varied fields of interest collateral to those of the specific school work. As a rule, it is remarked that the student's interest in general and collateral reading grows with his sojourn in the classes of the Normal College. This end the several instructors are enjoined to keep in view. The total number of book withdrawals during the past year was over fifteen hundred.

200. The Museum.

Mainly thru the initiative of Dr. Hall and the co-operation of the students, a collection of industrial exhibits was placed in the northwestern room of the upper floor of the main building, forming the nucleus of a collection to illustrate the raw materials and the finished products of the industries of Nova Scotia. Other exhibits of historic and educative value are being added from time to time. Improvements have been made in the furniture, permitting future expansion and better care of exhibits.

In the science building is a fairly extensive exhibit of Canadian minerals and a rapidly increasing collection of Nova Scotian birds and mammals. Students of the Normal College have opportunity to study the fine collections of minerals and birds in the County Academy building and the insect collection at the College of Agriculture.

From time to time there is a small accession to the reproductions of famous pictures and statuary, selected to illustrate the historic schools of art. These are placed, as obtained, in the corridors and class rooms.

Besides these a selection of pictures suitable for schoolroom decoration has been procured in order to enable teachers in public schools to make choice for this purpose.

201. Laboratories, Rural Science Facilities, etc.

The science building, completed in 1901, is a substantial structure of brick and stone, with four floors, the lowest now used as a drill room, the uppermost as a museum, and the two intermediate ones as chemical and biological laboratories. The chemical laboratories are slate floored, and their working tables for individual students are of the most approved type, being supplied with water taps, ventilated hoods, and gas jets fed by an automatic gasoline plant. There is sufficient equipment of hand balances for approximate weighing, in addition to several finely adjusted balances. Each student is supplied with all necessary apparatus and chemicals, and the facilities for instruction in chemistry leave nothing to be desired.

The biological equipment contains among other desirable apparatus a green house for the germination of seeds and cultivation of plants during the winter season, aquaria for the cultivation of aquatic life, a good equipment of microscopes and accessories, lately enlarged, and a selection of the latest treatises in natural science.

A greenhouse and garden are comprized in the nature study facilities. Thru the agency of school garden and greenhouse a specific purpose is provided in nature study, viz: the growing of plants for useful and for ornamental purposes. In many parts of Nova Scotia horticulture is as undeveloped as agriculture, only the coarser vegetables being raised, ornamental flowers and shrubs but little appreciated, and tree planting seldom resorted to in order to restore beauty to home surroundings. Existing conditions supply a plentiful stimulus to activity in school gardening.

202. Rural Science Department.

In the field of Rural Science considerable development is proceding. Its activities have come about to meet the demand for a more generous round of interests in the rural school and for more points of contact between school room studies and the life of the community. As indicated in the annual report of the director, the aim in rural education is to develop the school as an organizing center for economic, industrial and social interests. The procedure thru which this is to be accomplished is the special training of picked teachers whose natural interests, aptitudes and abilities mark them for such work.

Early in April the Normal College faculty chose forty-two students of the senior classes and formed them into a separate group to continue their regular normal training during the remainder of the term, with special opportunity to study rural science aims, methods and technical branches. On July fifth, a four weeks course conducted by the combined Normal and Agricultural College staffs, assisted by experts from outside, was held, enroling in addition to most of the forty-two students above mentioned, some sixty teachers fresh from rural school duties and ambitious to improve their usefulness in country schools.

At the completion of two or more summer sessions of the Rural Science School, a candidate is eligible for a special diploma making it possible for him to earn an additional government grant for good rural science work.

To facilitate instruction and to give impetus to the school garden movement which has rapidly grown to be a most important educational activity, a typical school garden and a commodious modern greenhouse equipment have been placed at the disposal of the students, whose work it is to conduct all the operations during the Winter and Summer sessions. Present economic conditions have furnished extraordinary incentive and it may confidently be expected that when present world conditions pass once more to normal, the place of horticulture and nature study will have become universal and permanent in educational systems. Thrift and increased production should and will continue among the ends and purposes of all state systems of education.

Thruout Nova Scotia the Women's Institutes are cooperating indirectly with the better-class rural schools. In towns, the Women's Councils are active. Truro has profited by their efforts to organize effort both to beautify the town by vegetation on lawns and street-borders and to bring under cultivation vacant lots and disused gardens. Prizes have been offered both by the Women's Council and the Canadian Club for the best results of horticultural effort. It is gratifying to the Normal College authorities to have their students brought into contact with all of these influences.

203. School Societies.

Students' societies for intellectual, musical and social purposes showed a healthy condition. Several excellent debates were conducted; the choral singing proved to be the best the school has had, and the dramatic society did some admirable work on several occasions. A public venture of the latter earned about one hundred dollars to apply to the fund to provide a memorial to former students who gave their lives for their country in the late war.

The Students' Institute, a self-governing Society, has become a permanent feature of the Normal College. Generally it has been fortunate in developing good leadership and in imparting instruction in the conduct of societies and public meetings as well as in maintaining and enlarging interests of literary, musical and social nature.

204. Boarding and Lodging.

The Normal College, in housing its students, is dependent upon private houses, a list of which will be sent to persons applying for it. Board and lodging cost from $6.00 to $7.00.

205. Prizes.

The only prize offered to students is His Excellency the Governor General's Medal.

206. Kindergarten.

The scope and value of Kindergarten will form a field of inquiry in the classes in Method and History of Education. All students, moreover, will have opportunity to visit the Truro Kindergarten and to observe there the application of Froebel's principles.

(a) Under recently devised regulations of the Council of Public Instruction, kindergarten licenses of First and Second classes are authorized to be issued to graduates of the kindergarten training department of the Provincial Normal College; and holders of these licenses employed in free public kindergartens shall be competent to draw the government grants of class B and class C teachers respectively.

(b) The kindergarten license of First class shall be issued to candidates who hold the provincial high school certificate of grade XI and who have completed with credit the prescribed course of training in the kindergarten department of the Provincial Normal College. Candidates holding no higher certificate than that of grade X shall not be admitted to license higher than Second class.

(c) For admission to the training course applicants must be at least eighteen years of age and must present the prescribed certificate of good moral character and of good health. Applicants should be able to sing, and also to play at sight easy piano music. Candidates found lacking in the natural aptitudes of the kindergartner shall be recommended to withdraw from the course.

(d) Candidates for First class kindergartner's license who thru lack of teaching experience or of fully developed aptitude may on graduating have been awarded a license lower than First class, shall be deemed eligible for that class on giving satisfactory proof of one year's successful teaching in a public kindergarten.

(e) The course of training shall be one full school year, commencing with the opening of the kindergarten department in August (at the date of the opening of the public schools) and ending with the closing of the Provincial Normal College, in June.

(f) Candidates for kindergarten license have all the rights and are subject to all of the regulations of the Provincial Normal College—physical training, library, travelling allowance, etc. Tuition is free.

(g) In addition to the course leading to license as kindergartner, eclectic courses of from two to four months duration are provided for students of the "B" class of the Provincial Normal College who show special aptitude for kindergarten or primary teaching. These courses are designed to equip a corps of teachers to meet the growing demand for teachers specially trained in primary school methods. Candidates completing such prescribed courses shall be eligible for a First Rank diploma of the Normal College endorsed with a certificate of special training in primary methods.

207. Mechanic Science.

(*In the Truro School of Mechanic Science*).

This subject is obligatory for both men and women students. It consists of practical drawing and of woodwork, paper-cutting, cardboard work and other convenient exercises based on carefully prepared drawings, pains being taken to secure accuracy of execution as well as development of feeling for form. Practise will be given in the construction and interpretation of simple working-drawings done to scale and projected orthographically or isometrically. The bench-work comprizes a series of exercises graded in the order of difficulty of the tool operations involved. Sawing, chiseling, and planing are followed by the construction of small articles illustrating various principles of drawing and wood-working. The construction of small pieces of apparatus for experimental science is encouraged, and various articles useful as models in a drawing class are made. An effort will be made, also, to work out a system of hand exercises for rural schools and for the junior departments of town schools. Every convenient form of hand-work will be pressed into service, so far, at least, as to suggest to the teacher the possibility of finding application for much of the class room knowledge of form and dimension. Not the least of the ends attainable by such procedure is the implanting of the conviction that the schoolroom is the place not merely where knowledge is imparted, but where the child is taught to apply, to construct, to solve his own difficulties as well as those of the text-book, to work patiently with real things, and to develop self-reliance and resourcefulness.

(a) To bring the work into intelligent relation with natural science, the materials handled will be made a subject of study in the chemical and biological laboratories. Growth and structure of trees will be examined microscopically and by other means, and investigation will be made of processes of seasoning, of diseases of plants, of insect enemies of trees, and of causes of decay.

(b) Methods of felling, converting and preserving timber will receive some attention, and an acquaintance will be made with commercial woods.

208. COURSES FOR TEACHER'S DIPLOMA.

To meet the demand for qualified teachers of mechanic science, a course for candidates for license in this subject has been organized by the Provincial Normal College in affiliation with the mechanic science department of the Truro public schools.

Instruction is provided in the principles and practise of approved forms of manual training, especially in wood-work; and an adequate equipment of tools, charts, tree and timber specimens, casts, model drawings, finished wood-work, and books treating of the subject, is available to students. No fees are charged for tution or for materials.

(a) The course consists of (1) drawing and practical geometry, (2) bench work and forms of manual-training, (3) plant study and chemistry, (4) pedagogical principles and practise. The drawings will comprize freehand as well as geometrical drawing and projections; the bench work, all of the operations likely to be required in the various grades of the public schools, including the care and preparation of tools as well as their uses. Specified topics in biology and chemistry related to tree-growth and to timber will be allotted for study in the laboratories, and the subject of forestry will receive attention in the science classes.

(b) Woodwork and other models constructed by candidates in training for license will become the property of the maker.

(c) Applicants for admission to the training course should be over eighteen years old and must be either teachers of successful experience of class "C", or holders of First Rank Normal College diploma. Admission is on probation. At the end of a month a candidate showing little aptitude for the work will be recommended to withdraw.

(d) The term of study for license in mechanic science shall be as follows:—

(1) For candidates who have not had previous training in mechanic science, from the twenty-eighth of September to the last Wednesday in June.

(2) For such candidates as hold a Normal College diploma of First Rank with distinction in mechanic science, and have attended the summer course in this subject, the minimum period for qualification shall be four months, beginning either the twenty-eighth of September or the first Wednesday of February.

(3) For public school teachers of successful experience who do not hold a Normal College Diploma of First Rank, but who have attended two summer courses in mechanic science, the minimum period for qualifying shall be four months, beginning either the twenty-eighth of September or the first Wednesday of February.

209. DOMESTIC SCIENCE.

(*In the Truro School of Domestic Science*).

This department was established in the autumn of 1900, since which time its branches of study have been compulsory for all female students of the Normal College.

(a) In the framing and carrying out of the course, regard is had to both educative and informative processes; so that, while eminently practical in its methods, dealing in a concrete way with the most familiar and important of household operations, the work of the pupil nevertheless lacks none of the essential qualities of experimental science. Indeed, the course of study in the domestic arts is really an application of modern science to the affairs of the household; and its chief aim is to equip teachers with the means of inspiring pupils with an intelligent interest in all that pertains to the health and well-being of the home.

(b) Among the subjects of study will be that of the principal food constitutents, such as water, mineral salts, sugars, starches, proteids, animal and vegetable fats, special attention being given to their chemical composition and nutritive values and the chemical changes which they undergo in the process of cooking There will be a systematic study of the various food materials in every day use, and also practical demonstrations of the best and most economical methods of cooking them. The Truro School of Domestic Science affiliated to the Provincial Normal College, has excellently equipped lecture rooms, laundry, and kitchens provided with tables and cooking utensils for individual work. All pupils will be required to conduct, under the direction of a teacher, the culinary and laundry operations prescribed in the course, and all will receive instruction in plain needlework, cutting and fitting.

(c) Attentionwill be paid also to hygiene, household sanitation, home and emergency nursing, first aid, the care of textile fabrics, the detection of adulteration in food stuffs and of impurities in water, and to as many as possible of the thousand duties which come within the sphere of the intelligent housewife.

210. COURSES FOR TEACHER'S DIPLOMA.

(*In the Truro School of Domestic Science*).

(a) This course has been established by the Board of School Commissioners for the Town of Truro, in affiliation with the Provincial Normal College, and with the approval of the Council of Public Instruction, for the purpose of furnishing a thoro training to those who wish to become teachers of Domestic Science.

(b) Candidates for this course must be at least 18 years of age, and those who wish to become teachers in the public schools of the province must hold a class B license or a High School certificate of grade XI, with a teacher's pass in the science subjects of grades IX, X, XI or their equivalents.

211. The following courses of study will be conducted at the Truro School of Domestic Science:—

Food and Cookery.—*Demonstration and Practise* (3 to 4 hours daily).—Composition and nutritive value of foods; fundamental principles and processes of cookery; production of food materials, such as diary products, cereals, etc.; manipulation of foods, such as flour, spices, etc.; food adulteration; preservation of foods; cookery for invalids and children; table laying; planning, cooking, and serving of meals, etc.

Dietetics.—Special attention to study of laws of nutrition, digestion; selection of foods for children, for adults, for the sick and the convalescent.

Household Chemistry and Bacteriology. (3 hours a week).—This course will include the study of principal food products, such as sugar, starches, fats, proteids, salts. special attention being given to the changes which these bodies undergo in cooking and the tests applied to them; fermentation. putrefaction. and their prevention by chemical means; sterilization, testing of milk, butter, cheese, water, etc.; corrosive action of food constituents, acids, etc., on utensils; chemistry of fuels and illuminants; lectures and laboratory work illustrating the nature of bacteria, methods of isolation and recognition of species and of the part which they play in nature; bacteria of air, ice, milk and foods generally; methods of sterilization and disinfection; relation of bacteria to disease.

Physiology, First Aid and Home Nursing. *Lectures and Demonstrations* (12 lectures).—Anatomical and physiological outline, care of the body, bandages and bandaging, emergency cares and their immediate treatment, some of the common forms of poisoning and their antidotes, general care of the sick.

Hygiene and Home Sanitation. (18 lectures).—General principles of hygiene, prevention of the spread of contagious diseases, quarantine, etc., water supply, disposal of waste, heating, lighting, ventilation, healthful surroundings, etc.

Laundry, Textils. (10 lectures).—Water, soap, bluing, starch, irons, etc., removal of stains, care and laundering of table and wearing linens, white and colored prints, muslins, laces, woolens.

Needlework.—A study of textil fabrics; the various hand-stitches; cutting-out and fitting; the use of the sewing-machine.

Household Economics, including Marketing and Accounts. (5 lectures).—Care of silver, glass, china, care of furniture, method in housekeeping, cost of living, buying of foods, keeping of accounts, domestic service, etc.

Students in training will be required to spend part of their time in observing methods of teaching and in actual practise as assistants in the Domestic Science department of the Truro Public Schools.

The school is open free of cost to all who hold a First class license or a pass on the Provincial High School course of Grade XI and on the sciences of grades IX, X and XI. Others will be admitted by special arrangement.

The cost of materials in this department will be borne by the students in training. An account will be kept and a statement rendered monthly. The cost per student should not excede two dollars per month. The materials cooked will be the property of the students.

(a) The course for diploma continues thru two years concurrently with the Normal College classes. During the first year, the candidate follows, in the main, the training courses of the "B" class of the Normal College, specializing during the latter half of the term in branches of domestic science. In the second year the work is entirely technical, and the graduate is eligible for both the First Rank diploma of the Normal College and the diploma in Domestic Science.

212. THE LICENSING OF TEACHERS OF MANUAL TRAINING SCHOOLS (*a*) IN MECHANIC SCIENCE AND (*b*) IN DOMESTIC SCIENCE.

License for teaching Manual Training Schools referred to in regulations etc.—in Mechanic Science and Domestic Science—will be awarded by the Council of Public Instruction only after consideration of the qualifications of the candidates individually, as reported on and recommended by the Principal of the Provincial Normal College, who shall present for such consideration the diplomas, certificates, or other vouchers of each candidate, demonstrating their proficiency in the subjects of the respective courses outlined in the preceding *syllabi* for diplomas, and indicating the general fitness of each to take intelligent and successful charge of such schools. But the graduation certificates of the Truro Schools in affiliation with the Provincial Normal College shall be accepted by the Council as satisfactory evidence of candidate's Manual Training qualifications.

213 RURAL SCIENCE DIPLOMA COURSES.

The following classes are now offered at the Rural Science School for teachers seeking a Rural Science Diploma and for those who desire to improve their knowledge in Natural Science: (1) Nature Study, (2) Botany, (3) Biology, (4) Chemistry, (5) Physics (6) Geology and Mineralogy, (7) Plant diseases, (8) Entomology, (9) Horticulture, (10 Agriculture, (11) Bird Study, (12) Weather work, (13) Wood work, (14) Brush and Cardboard work, (15) Bacteriology.

For a Rural Science Diploma classes (1) to (3) inclusive are compulsory. In addition to these the candidate must have successfully completed the work of four classes selected from (4) to (15) and must have presented more advanced work in at least two of these during a second term. The classes in which advanced work for a second term is provided are 2, 4, 5, 8, 9.

Election of classes must be made with reference to the time table given below.

Two sessions of the School are held during the year, the first opening about the first of May and the second early in July. The exact dates are announced in the April Journal for each year.

214. SPECIAL TRAINING COURSES.

Realizing that the Natural Sciences are only part of the necessary mental equipment of a teacher, the summer training school now offers valuable courses in general development. Plays and Games, Social Entertainments, Community Singing, Pageantry, Observance of Special Days, Home Economics, Public Health, Forestry, Fire Protection, Care of the Feeble Minded, Child Welfare—these and allied topics will be discussed and exemplified by persons well qualified to instruct in such subjects.

The aim of the special courses will be to teach citizenship in its broadest sense. The teacher who can *do* things will be much more valuable than the one who merely *knows* things. The development of Leadership is our highest aim.

215. A PHYSICAL TRAINING COURSE

leading to the Teachers' Grade B Physical Training Certificate, will be provided by the Dominion Department of Militia and Defense. Attendance on this class, however, will not qualify students for any aid from the Rural Science funds. It has been intimated from Ottawa, that no bonus will be paid those taking the course. The providing of an instructor is all that can be done. The physical training course is of four weeks duration, synchronizing with the Rural Science course.

216. SUMMER SESSION, 1921.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 13 July to 10 August, 1921.

The first meeting will open at 10 a. m., in the convocation room of the Normal College, when all students should be present in order to qualify for full attendance.

217. TIME TABLE, 1921.

Hr.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
a m. 7.30	Phy. Drill	Phy. Drill	Phy. Drill	Phy. Drill	Phy. Drill	
8.15	Phy. Drill	Phy. Drill	Phy. Drill	Phy. Drill	Phy .Drill	
9	Hort. 2 Entom. Plant Diseases	Hort. 2 Entom. Plant Diseases	Hort 2 Entom. Plant Diseases	Chemistry 1 Nature	Chemistry 1 Nature	Chemistry 1 Nature
9.45	Hort. 1 Entom. Plant Diseases	Hort. 1 Entom. Plant Diseases	Hort. 1 Entom. Plant Diseases	Chem. 2 Biology 2 Birds	Chem. 2. Biology 2 Birds	Chem. 2 Biology 2 Birds
10.30	Botany 1 Woodwork	Biology 1 Agriculture Physics	Botany 2 Brush Work Mineralogy	Biology 1 Agriculture Physics	Botany 1 Woodwork	Biology 1 Agriculture Physics
11.15	Botany 1 Woodwork	Biology 1 Agriculture Physics	Botany 2 Brush Work Mineralogy	Biology 1 Agriculture Physics	Botany 2 Brush Work Mineralogy	Biology 1 Agriculture Physics

p. m 2	Laboratory Home Economics	Extension or Lecture Course	Extension or Lecture Course	Extension or Lecture Course	Extension or Lecture Course	Extension or Lecture Course
3	Laboratory Home Economics	Field Work Greenhouse	Lab. Basketry Garden	Field Work Greenhouse	Lab. Basketry Garden	Field Work Greenhouse
4	Extension or Lecture Course	Field Work Folk Games	Laboratory Story Telling	Field Work Folk Games	Laboratory Story Telling	Field Work Folk Games
5	Playground Methods	Athletics	Playground Methods	Athletics	Playground Methods	Athletics
7	Drill	Drill	Drill	Drill	Drill	
8	Social Gathering and Entertainments	Debate	Social Gathering and Entertainments	Social Gatherings and Entertainments	Public Speaking Contest	Social Gatherings and Entertainments

Note 1.—No provision will be made for any class with an attendance less than 10.

Note 2.—This Time Table indicates that the Summer School is a busy place. The subjects are so arranged, however, that any candidate may have a number of free hours per week.

218. OFFICERS AND STAFF, 1920.

COUNCIL: Principals of the Agricultural and Normal Colleges with the Superintendent of Education.

LORAN A DEWOLFE, M Sc., *Director.*

MISS DORA M. BAKER, *Secretary and Assistant.*

(Staff: Professors of Normal and Agricultural Colleges and special instructors).

Instructors, alphabetically arranged, are as follows:

MISS DORA M. BAKER—Garden, Greenhouse, Games and Sports, Entertainments.
J. A. BENOIT—Physics and Weather Work.
W. H. BRITTAIN—Entomology.
L. A. DEWOLFE—Extension, Birds.
MISS HELEN MACDOUGAL—Home Economics.
F. G. MATTHEWS—Woodwork, Brush and Cardboard Work.
H. G. PERRY—Biology.
P. J. SHAW—Horticulture and Nature Study.
H. W. SMITH—Plant Diseases, Bacteriology.
J. M. TRUEMAN—Agriculture.
H. B. VICKERY—Chemistry, Mineralogy and Geology.
R. H. WETMORE—Botany.

SYLLABUS.

219. Nature Study.

Aims and purposes of Nature Study.

Distinction between Nature Study and information about nature on the one hand and formal science on the other.

Stages in Nature Study lessons:—(1) observation (as active experience), (2) reasoning upon the material observed or actions performed and (3) expressing the observations, actions, judgments, applications, in the most suitable way or by different modes.

Observation, in the limited sense, distinguished from experiment.

Nature Study, a method of teaching by environment and experience, rather than a mass of knowledge about nature.

Environment and experience considered and analyized as the field of Nature Study from the point of view of subject matter.

How geography (in part), physiology (in large part), arithmetic(in part), may be taught as Nature Study.

The correlations of Nature Study with literature, the expressive arts, arithmetic, mechanic and domestic science and agriculture.

The preparation of the teacher—Proficiency in heuristic (investigational) as distinguished from informational or memoriter methods of instruction; elementary knowledge of the sciences; knowledge of the use of manuals and books of reference, with a view, not to acquire knowledge to restate to the pupils, but to guide them in their investigations.

The place of Nature Study in the Time Table.

Nature of aids and proper methods of using them;—Books, pictures, microscopes, aquaria, terraria, museum, etc.

The use and abuse of collections.

Reference Book—*Nature Study*, Dearness (Copp, Clark Co., Toronto).

220. School Gardening and Horticulture.

The educational uses of the cultivation of plants, mental, moral, physical and economic values. The school garden a nature study laboratory.

Indoor gardening:—The preparation of the soil for potting and seed-planting; putting plants and seeds in pots and window boxes, and their care and management .

Study of the germination of seeds and the transplanting, potting and repotting of plants. Testing the vitality of seeds.

The Outdoor School Garden:—Consideration of the situation, size, preparation and fertilization of the soil, selection of suitable kinds of flowers and vegetables planning and laying out the garden, planting and seeding the plots and borders, subsequent cultivation and care of the garden.

Study of the propagation of plants by seeds, cuttings, budding and grafting.

The Home garden plot as supplementary to the School garden, or as a substitute for it when the latter cannot be had.

Relation of insects to the plants of field, orchard and garden. Fungous diseases of economic plants.

Arbor Day. Tree raising, tree planting, care of trees.

Reference Book:—*The Nursery Book*, Bailey. (Macmillan Co.).

221. General Biology.

A study of living things and life processes, both out-of-doors and in the laboratory.

The living substance in plants and animals.

The cell, cell division development and differentiation.

Osmosis, metabolism, growth, symmetry and form.

Organology, reproduction, heredity, variation, selection, genetics and eugenics.

The interdependence of organisms, and how they have come to be what they are thru descent with modifications.

The principles of classification, and historical biology.

Demonstrations in the course will include studies of many of our native plants and animals, their form, habits, life history, and particularly their influence upon other organisms in their environment, especially upon man.

The collection and preparation of material for study and the making of inexpensive apparatus for experimentation in school work will constitute an important feature of the course.

222. Botany.

Identification of common plants, including ferns, mosses, trees, etc. Plant Societies and Struggle to Exist.

Modifications of parts of plants for special work.

A study of a few garden flowers and vegetables.

Seed dispersal and seed germination.

The form and function of each part of any given plant.

The general physiology of plants.

Relation of Environment to Habit.

Plant collections.

Use of a systematic botanical key.

The strong feature of the course will be the field work. Systematic Botany will be kept in the background and the subject will be simply one phase of Nature Study. The aim will be to acquire habits and information that will be useful in teaching children. A course in formal botany, such as would be given in Colleges, will not be attempted.

Reference Books:—The Principles of *Botany*, Bergen and Davis, (Ginn & Co. Boston).

Biology, Bailey and Coleman (MacMillan & Co. New York).

Gray's New Manual of Botany, 7th Edition. (American Book Co., New York).

Farm Weeds (Department of Agriculture, Canada).

Those having any botanical text book such as Spotton, Gray or Bailey should bring it to Truro with them.

223. Chemistry.

A laboratory course in the chemistry of the farm and home based on the facts and laws of the science as mastered in the high school course.

The chemistry of lime as used in whitewash, disinfectant, Bordeaux mixture and cement.

The chemistry of carbon: combustion; comparison of fuels.

Water,—qualities of different kinds testing purity and hardness.

Soap-making.

Plant and animal products—testing for potash, phosphoric acid, nitrogen, iron, carbon, calcium in bone, seeds, etc. The chemistry of starch, sugar, fat, proteid , milk.

Fermentation.

Ultimate and proximate composition of soil.

The chemistry of fertilizers—testing for elements as above, in plant and animal products. Examination of a few commercial fertilizers.

A few simple experiments to illustrate the chemistry of fungicides, insecticides, paint, dyes, food-preservatives.

Reference Books:—*Chemistry of P'ant and Animal Life*, Snyder. (Macmillan Co.).

224. Entomology.

The economic phases of insect life will receive special attention.

Mutual relations of insects and plants.

Study of at least five insects in respect to metamorphoses and foods.

Study of certain insects, beneficial or injurious, on the farm and in the home.

Structure of mouth, wing, legs, body; adaptations to environment.

Classification so far as to enable a student to place the common insects in their natural orders and the study of a collection representative of the common orders.

Text Book:—*Manual of Insects*, Comstock. (Comstock Pub. Co., Ithaca, N. Y.).

225. Agriculture.

Types and Methods of Farming followed in Nova Scotia with comparisons between the various parts of the Province. Consideration of principles involved including:

The Soil—Principles of Fertility—Its Development and Maintenance, Tillage, Drainage, Fertilizers, Rotation of Crops, etc.

Field Crops—Characteristics of Different Crops and how these Characteristics adapt them to conditions and to purposes. Methods of Cultivation and handling of each. Farm Implements and Labor Saving Machinery.

Live Stock—Its Importance in Farm Economy. Adaptability of Types and Breeds of Stock to the requirements of the Farm. Principles of feeding and care of animals. Care and handling of products including dairying.

Some practical work will be given, the amount depending on the time allowed for the course.

Reference Books:—Soils by Burkett. Agriculture by Brooks:—Types and Breeds of Farm Animals, Plumb.

226. Bacteriology.

An introductory study of bacteria.

Relation to health and disease.

The bacteria of the soil; nitrification; denitrification; nitrobacteria in their relation to leguminous plants; conditions favorable to growth of desirable soil bacteria.

Bacteria in relation to dairying.

Methods of disinfection.

Text Book:—The Story of Germ Life by H. W. Conn (D. Appleton & Co., N. Y.).

227. Mechanic Science.—Brush and Cardboard Work.

Brush Drawing:—Materials, their preparation and use. A short course in impression work and brush drawing proper. Applications to nature work in the other courses.

Paper and Cardboard Modeling:—The necessary drawings for the development of models. The manipulation of tools and materials.

228. Mechanic Science.—Wood-Work.

The use of tools. Students to make plant-press, insect box anp spreading board, or equivalent models.

Text Book:—*The Theory of Educational Sloyd*, Otto Salomon. (Geo. Philip & Son, London, Eng.)

229. Physics.—Mechanics.

The study of the principles of mechanics, pressure, force, lever, wheel, screw etc.—as applied to farm machinery, pumps, etc.

The salient features of Chaps. I, II, III, IV, V, X, XI, XII and XIV of 'Applied mechanics for beginners," Duncan, (The MacMillan Co.), indicate what is expected of students in this case.

230. Physics.—Weather-Work.

Making and recording observations upon the elements of weather:—temperature, moisture, pressure, wind, cloud, etc.

The principles and the methods of using instruments to measure temperature moisture, etc. Methods of improvising simple forms of some of these instruments.

Practise in making deductions from the various records kept.

The causes and movements of storms.

Text Book:—The Story of the Atmosphere, Douglas, (Appleton & Co.).

231. Geology and Soil Physics.

The study of soil as disintegrated rock:—silicates, limestone, gypsum, etc. The rocks to be studied from specimens and as far as possible in their native situation.

Typical geological formations; examination of the local ones; illustration of strata, folds, dip, fracture, weathering, etc.

Formation of river-valley, intervale, salt-marsh, springs.

Study of the nature and significance of some of the common fossils found in our coal and limestone beds.

Review of the geological map of the Province,—each student to study particularly the part of the map treating of his own neighborhood.

The methods of taking samples of solid.
Mechanical analysis of three typical soils.
Determination of the percentage of air and water in soil.
Temperature of soil and its modifying factors.
The effects on clay of lime salt, gypsum and humus.

The relation of size of particles of soil to water holding power.

The capillarity of at least two kinds of soil, and the rate of percolation thru them. Power of air-dry soils to absorb water. Texture of soils—heavy and light.

Soil solutions.

Reference books:—Introduction to Geology, Scott, (MacMillan & Co., N. Y.,) Soils, Burkett. (Orange Judd Co.) The Soil, King. (MacMillan Co.).

232. Birds.

In this course emphasis will be placed on the study of birds as living animals.

Methods of bird study in the field.

The careful field-study—appearance, song, flight—of several birds of economic interest.

The complete life-history of at least two quite different species of birds.

Nesting habits, song, migration and economic values of birds.

Structure of bill, wing, leg feathers and adaptations to environment.

Recognition of our common birds.

Classification:—The characters of the orders represented in Nova Scotia,—the perchers especially.

Text Book:—Birds of Eastern North America, Chapman (D. Appleton & Co.)

233. Plant Diseases.

A field and laboratory course in the study of parasitic organisms causing diseases in cultivated plants, e. g. Black Knot, Bunt, Rusts, Smut, Plum pocket, etc.

Life histories and methods of control.

234. PLAYS AND GAMES.

Under this general heading will come classes in Folk Games, Story-Telling, Playground Methods, Coaching Athletics, and Amateur Theatricals.

Folk Games: Their history, special adaption to childhood, and use in the adult social group.

Typical examples demonstrated.

Practise work emphasized.

Story-Telling: What stories to select, and how they should be told.

Imaginative stories for primary grades.

Informational stories for more advanced grades.

The place of nature, biography, invention, history, and travel in the story repertoire.

Athletics: Basket-Ball, Volley Ball, etc. taught with the view of enabling the student to become sufficiently master of the points of the respective games to re-teach them.

Use of jumping standards, horizontal bar, and similar equipment, demonstrated.

A simple Track Meet put on.

Playground Methods: The Play Instinct; its value in child development—mental and moral, as well as physical.

Brief consideration of periods of child life; the characteristics of each, and apparatus and games best suited for each period.

7-9 yrs.: Sensory games.

10-12 yrs: Games demanding muscular strength and skill.

13-15 yrs: Recognition of the "gang" instinct in group games, relay races, and organized team games.

Games for the schoolroom; for the playground; and for the social evening.

Games and devices in history, geography, spelling, arithmetic, language, and nature.

Story Plays, Singing games, and folk-dances.

Discussion on what we mean by the "Supervised Playground;" the "supervisor" versus the "play leader"; "social control"; the opportunity of the teacher thru games to develop the child of slow mental processes; to overcome the hampering self-consciousness of the super-sensitive child; to correct the domineering traits in "the bully."

The problem of the Country Playground.

The value of the "Athletic Badge Tests."

Sources of help and information in books, magazines, bulletins, and literature of various organizations.

School and Community Entertainments and Amateur Theatricals: The "Country Theater" movement.

Rural Life plays.

The pageant as a Community Project.

The use of simple pageantry in the schools.

The dramatization of Health and History stories. Their value to the Reading Class.

The standard of community plays which the school should set.

Plays suitable for children; those for special occasions such as Thanksgiving and Christmas; one-act plays.

Fundamentals of successful organization in producing an amateur play or pageant.

235. EXTENSION.

How to extend our influence beyond the school room. Programs for Arbor Day, School Improvement Day, Good Roads Day, Bird Day, Weeds Day, etc.

Lectures by business men and professional men on topics too often overlooked in the school room.

Corrective Punishment, School Organization, Interpretation of the Course of Study.

Winter Reading Course, choice and use of books and magazines, the school library.

Beautification of the school grounds.

Furnishing and decoration of the school room.

The school a Community Center.

School life a model of Community Life; and, therefore, a training for Citizenship.

The Community Center idea is exemplified at Summer school, where the Art Room of the Normal College is transformed into a combined Rest Room and Recreation Room.

Bible Hill School, just outside Truro, will be used as a Demonstration School. This school has fairly good playground equipment. The regular teacher and a group of children will be available thruout the summer session.

A competent instructor will conduct classes in school music.

236. COMMUNITY WORK.

Leadership, individuality and organization developed thru actual management of some assigned activity such as a School Fair or School Club. Each student will be given some responsible task to perform, which will serve as a model of similar tasks which will be met in any community.

A larger view point or "vision" of community opportunities and obligations will be our continual aim.

Community Singing—how and when to conduct it. Its important place in community life.

Organization of Improvement Leagues and other special clubs for definite work. This will include observance of Special Days for special work, establishing Reading Circles, Library Rooms etc.

Public Health: How to live properly; Care of the sick in order to protect those not afflicted; how diseases are communicated; quarantine; milk and water supply; sanitary school and home surroundings; proper food.

Work of Women's Institutes and similar organizations.

The teacher as a Community worker.

237. HOME ECONOMICS.

Selection and preparation of foods; keeping in mind food values, digestibility and relative cost price.

False and true economy in the matter of food and clothing.

Canning—demonstrations and actual performance. *What*, *how*, *when* and *why* of Canning.

There will be little time for actual sewing; but assistance can be given in the selection of textiles and fabrics.

House furnishing and decoration:—good and bad taste in such. Where to get ideas and how to use them.

Home sanitation.

Home nursing: substitutes for patent medicines.

238. BASKETRY

Materials used in Basketry—raffia, pine needles, reeds, straw matting.

Native material such as rushes and grasses.

Stitches used.

Dyeing.

Designing and shaping of models.

Every member of the class should make at least two articles of basketry, one of which should be an *original* model.

239. A Physical Training Course.

given concurrently with the Rural Science course and leading to the Teachers' Grade B Physical Training Certificate will be provided by the Dominion Department of Militia and Defense. Attendance on this class, however, will not qualify students for any aid from the Rural Science funds.

For further particulars apply to:—

Director, Rural Science Schools,
Truro.

240. Classes for Bilingual Teachers.

Classes in language-methods for bilingual teachers in Acadianschools will open about Wednesday, July thirteenth, and continue till Tuesday, August ninth. Applications for admission should be sent as early as possible to the Principal of The Provincial Normal College, Truro.

In view of the very attractive program of work offered this summer in the departments of advanced biology, elementary agriculture, nature-study, music, manual training, and physical drill'. It is expected that the attendance will be large.

Our Acadian teachers, it is expected, will avail themselves as fully as possible of the opportunities offered in the above classes, carrying back to their schools not only improved methods in language-teaching, but an increase of knowledge, a wider range of interests, and an enthusiasm which will place their schools in the forefront of public educational effort.

The French Readers cannot be legally used in Acadian schools if the teachers are not able to teach English effectively in colloquial fashion as indicated in the Report of the Acadian Commission, or unless they have at least tried to qualify by taking this course.

In the language-course, model classes of French pupils will be conducted by pupil-teachers, under the direction of the instructor of the school.

Travelling expenses will be paid to students who are regularly employed teachers in Acadian communities, and who speak both languages with fair fluency.

For particulars respecting the Bilingual School apply to the

Principal, Normal College,
Truro, N. S.

LICENSING OF TEACHERS.

241. No person can be a teacher in a public school entitled to draw public money, without a License from the Council of Public Instruction. Before obtaining a license a candidate must obtain *first*, a certificate of the prescribed GRADE of Scholarship; *second*, the prescribed certificate of professional RANK as a teacher, either from the Provincial M. P. Q. Examination (which must be supplemented for all classes higher than *third class*, by the prescribed certificate of ability to give effective physical training to pupils), or from the Provincial Normal College; *third*, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace; and *fourth*, a certificate of health. The value of a license is distinguished by the term CLASS; of scholarship by the term GRADE; of professional skill by the term RANK. Full information as to the licensing will be found in Regulations hereafter, but the following collocation of the terms used will help to explain their general significance and relation:—

242. Generally,

	(1)	(2)	(3)	(4)
	“Teachers’ Pass Scholarship.”	**Normal Diploma**	**Normal Term-Months.**	**Age and Character-Years.**
Academic, requires	Univ.Grad.	Academic Rank	9	22 etc.
Class A “	Grade XII	Superior First R.	9	20 etc.
Class B “	Grade·XI	First Rank	9	19 etc.
Class C “	Grade X	Second Rank	6	18 etc.
Class D “	Grade IX	Third Rank	4	17 etc.
D (Temp.) “	Grade IX	(M.P.Q.)	0	16 etc.

No permanent License higher than Class D awarded to anyone not holding prescribed Grade B Physical Training certificate. Minimum terms of attendance at Normal under special conditions are detailed in annual Calendar of Normal College.

243. No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License gives a person authority to teach under the law in a public school. The regulations governing the issuance of licenses are as follows:—

The permanent Licenses of Public School teachers shall be under the SEAL of the Council of Public Instruction signed by the Secretary of the Council, shall be valid for the whole Province during the good behavior of the holder, and shall be granted on the fulfilment of the conditions more fully specified in the succeeding regulations, namely, the presentation of the prescribed proof of (1) age, character and health, (2) scholarship, (3) professional skill and (4) Physical Training.

244. There shall be five classes of such licenses, which are designated as follows:—

Academic Class.
Class A—Superior First Class.
Class B—First Class.
Class C—Second Class.
Class D—Third Class.

245. The certificates of professional qualification of skill shall be (a) the academic, superior first, first, second or third RANK classification by the Normal College or (b) the *minimum* (ranking one degree lower than the *normal*) which shall be the academic, superior first, first, second or third rank pass on the following papers;

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

246. The questions set for the minimum professional qualification examinations shall be on the following syllabus and may require free hand drawing in any question when desirable:—

(1) *School Law and Forms.*

(a) The Acts of the Legislature and Regulations of the Council of Public Instruction bearing on public education with their latest amendments, and a knowledge of the way in which the law is to be administered with *special attention* to the Education Act, and Regulations—more especially those republished in the JOURNAL OF EDUCATION.

Also, Handbooks and periodicals recommended for teachers. [For certificates higher than *second* rank, a *full* knowledge of all the educational statutes and regulations is required].

(b) The intimations in the two latest Journals of Education;

(c) The proper keeping of the School Register, the making out of neat and accurate School Returns, and knowledge of all the ordinary forms required by school boards (trustees) in administering the affairs of the section.

(2) *Theory and Practise of Teaching.*
Calkin's "*Notes on Education*" (Mackinlay).

(3) *Hygiene and Temperance.*
Lyster's "*School Hygiene*" (Univ. Tutorial Press). The Education Act Regulations, and the text books prescribed for the public schools.

(4) *School Management.*
Lectures on Teaching, by Sir Joshua Fitch (MacMillan Co.).

(5) *History of Education.*
Monroe's "*Brief Course*" (MacMillan Co.).

((6) *Pedagogy.*
Bagley's *The Educative Process* (MacMillan Co.).

For *Third* Rank M. P. Q.—An aggregate of 150 on 1, 2 and 3, with no subject below 40 per cent.

For *Second* Rank M. P. Q.—An aggregate of 200 on 1, 2, 3 and 4, with no subject below 45 per cent.

For *First* Rank M. P. Q.—An aggregate of 300, on 1, 2, 3, 4 and 5, with no subject below 50 per cent.

For *Superior First* Rank M. P. Q.—An aggregate of 360 on 1, 2, 3, 4, 5 and 6, with no subject below 55 per cent.

For *Academic* Rank M. P. Q.—An aggregate of 390 on full syllabus with no subject below 55 per cent.

247. The M. P. Q. Examination may now be passed by *partial examinations* in more than one year; but in these cases, every paper for a Third rank pass must be at least up to 55; for Second rank 60; for First rank 65; for Superior rank First 70, and for Academic rank 75. Papers valued at these percentages need not be written at a subsequent examination for the respective ranks.

248. The Provincial Normal College at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers, but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal College; may be accepted when qualified by the addition of the three following conditions; (1) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, (2) a certificate of a Public School Inspector before whom or under whose supervision the candidate has demonstrated by the test of actual teaching for a sufficient period his or her qualifications for the class of license sought, and (3) the prescribed certificate for Physical Training.

> (a) (In the case of candidates whose course of professional training had been completed before the grade of scholarship necessary for the class of license afterwards applied for was obtained, no license shall be issued until after the lapse of a year from the date of the certificate of high school grade required for the said license, except in the case of the promotion of trained *first* class teachers).

249. The prescribed certificate of age and character is given in the following blank form of application for license, which will be supplied to candidates by the Education Department thru the Inspectors or the Principal of the Normal College:—

Form of Application for a Teachers' License.

To..........................
Inspector of Schools, Division No.............Nova Scotia.

I hereby beg leave thru you to make application to the Council of Public Instruction for a Teacher's License of Class.............., and herewith I present evidence of compliance with the conditions prescribed, namely:—

I. The prescribed certificate of Age and Character hereto attached.

II. My High School Certificate of Provincial Grade............ obtained at..............Examination Station as No............in the year 19....(Is it a "High" or "Low" pass?........).

III. My certificate of professional qualification of.............. Rank, No.................obtained at..............in month of ....19.....

IV. My certificate of Physical Training, No.........., obtained from Dominion Department of Militia and Defense at.............. in the month of.........................19.......

V. Year vaccinated.......(or when rendered otherwise immune ....)

(Name in full)............................
(Post Office Address)..................
(County).............................

Date................

CERTIFICATE OF AGE AND CHARACTER.

I, the undersigned, after due inquiry and a sufficient knowledge of the character of the above named Candidate for a Teacher's License, do hereby certify:—

That I believe the said Candidate............................ (name in full), was born on the..............day of.............. in the year.................., and is qualified under the public health laws for effective teaching, and

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said Candidate will be disposed as a Teacher "to inculcate by precept and example a respect for religion and the principles of Christian Morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

........................(Name and Title).
......................(Church or Parish.)
........................(P. O. Address.)

Date................

(When the certificate given above is signed by "two Justices of the Peace" instead of a "Minister of Religion," the word "I" should be changed by the pen into "we", and after the signature on the second line, the words "Church or Parish" may be cancelled by a stroke of the pen).

The correct quotation of the High School Certificate in II above will be considered as equivalent to its presentation.

The correct quotation of the Provincial M. P. Q. Certificate or the Provincial Normal College Diploma in III above, will be considered as equivalent to its presentation.

Any certificates from Normal Schools, etc., which are not regularly recorded in the Education Office at Halifax must accompany this application as evidence of the correctness of the quotation.

Further Information from Applicant

1. Class of License already held..............No.............
year...........

2. Provincial High School Examinations taken in addition to that specified in II above. State whether a high or low Pass certificate was obtained or not (necessary to prove that the candidate made a high (Teachers') Pass in the lower grades).

On Grade XII syllabus at Exam. Sta.........No......year.....
" XI " " .... " ..... " .....
" X " " .... " ..... " .....
" IX " " .... " ..... " .....
Supplementary Examinations " .... " ..... " .....

3. University Degrees, Professional training, experience or any other information candidate may wish to state:

....
....
....

General or Special Indorsation or Remarks by Inspector (or Principal or Normal College).

....
....
....

.....................Inspector.
Place and Date..................

LICENSE STANDARDS.

251. For an Academic License, the following conditions are necessary:—

(1) A certificate of moral character signed by a Minister of Religion or two Justices of the Peace, as in the prescribed form, to the effect that the candidate is of the full age of twenty-two years, and presumably likely to perform the duties required by law.

(2) A recognized degree from a recognized University (no degree or University shall be recognized unless the course is proven to be one of at least four years following the Provincial high school *high* pass of grade XI, or at least a *low* pass of grade XII, or a matriculation standard shown to be its full equivalent) and a pass on the University Graduates' Testing Examination.

(3) A certificate of Academic rank from the Provincial Normal College. In the awarding of this certificate, the Faculty of the Provincial Normal College may accept at their true value the certificates of the Normal training schools, of the Education Faculties of Universities, and of Inspectors, in lieu of a portion of the minimum attendance prescribed by the Council, provided (i) the candidate has made an Academic pass on the M. P. Q. syllabus, (ii) has obtained the prescribed Physical Training certificate, (iii) has taught successfully for at least two years, one of which must be as a teacher in a department of high school grade, and (iv) has demonstrated satisfactory professional proficiency in the art of teaching before the Normal College Faculty by whom the candidate shall also be examined *viva voce.*

252. For a Class A (Superior First) License the following conditions are necessary—(1) A certificate of the full age of twenty years, and moral character as in the foregoing regulation. (2) A teachers' pass certificate of grade XII. (A B. A. or a B. Sc. degree from a recognized University may be accepted in qualifying for a Teachers' License as the equivalent of a Teachers' *high* Pass of grade XII). (3) A certificate of superior first rank professional qualification from the Normal College; or a Univ. Grad. Test. Exam. certificate with a superior first rank M. P. Q.; and (4) the prescribed Physical Training certificate.

253. For a Class B (First Class License) the following conditions are necessary—(1) A certificate of the full age of nineteen years and moral character as in the foregoing regulation. (2) A teachers' pass certificate of grade XI. (3) A teachers' certificate of first rank professional qualification from the Normal College; or a teachers' pass certificate of grade XII, with a first rank M. P. Q.; and (4) the prescribed Physical Training certificate.

254. For a Class C (Second Class) License the following conditions are necessary—(1) A certificate of the full age of eighteen years and moral character as in the foregoing regulation. (2) A teachers' pass certificate of grade X. (3) A certificate of second rank professional qualification from the Normal College; or a teachers' pass certificate of Grade XI with second rank M. P. Q.; and (4) the prescribed Physical Training certificate.

255. For a Class D (Third Class) License the following conditions are necessary. (1) A certificate of the full age of seventeen years and moral character as in the foregoing regulation. (2) A teachers' pass certificate of grade IX. (3) A certificate of third rank professional qualification from the Normal College; or a teachers' pass certificate of Grade X with third rank M. P. Q.

TEMPORARY AND SPECIAL LICENSES.

256. A third Class (Temp.) License, *valid only for one year*, may be granted (but not previous to the 15th day of September in any school year unless the candidate holds at least a pass certificate of grade X and proposes to attend the Normal College during the following year) on regular application when the following *four* conditions are fulfilled. (1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least grade IX. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the Inspector, who must previously be assured by the trustees of the said school that altho reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such license can be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualification at a *subsequent* Provincial Examination.

257. The Regulations governing the granting of Mechanic Science, Domestic Science, Rural Science, and Kindergarten Teachers' License will be found following the courses prescribed for the award of their respective diplomas under the Normal College regulations preceding

258. (a) On the recommendation of the Normal College at Truro, the Council of Public Instruction may award Kindergarten Diplomas of *first* or *second* rank, to approved candidates who have respectively the scholarship qualifications of *first* or *second* class teachers, and who have successfully taken a full year course in the Truro Kindergarten affiliated with the Provincial Normal College; and such diplomas shall be taken by the Superintendent of Education as the equivalents respectively of *first* and *second* class licenses in the distribution of the provincial aid to the teachers holding them.

(b) The same principle may be applied temporarily in the case of holders of Manual Training licenses, when there is urgent need for it in any public school.

259. On the recommendation of the Superintendent of Education and the Principal of the Provincial Normal College, normal-trained teachers from any part of the British Empire (or other country reciprocating) may be awarded a temporary license for one year of a class as high as the scholarship and professional training of the candidate may warrant. On the advance of the candidate's qualifications according to the Nova Scotia regulations, and on the inspector's recommendation, the license may be continued for a subsequent year until a permanent license is qualified for.

(a) Application for such temporary license should be made to the Superintendent with (1) a certificate of good standing in the profession at date from the chief education authority of the Province or country which granted the license, and (2) certificates and programs proving in detail the character, scholarship, professional training and experience of the candidate.

260. Should arrangements be made for the exchange of teachers for one year from any portion of the Empire or from foreign countries the Council may, on the recommendation of the Superintendent and and Principal of the Normal College, award a provisional license of the same class to the foreign substitute.

VACATION AND HOLIDAYS.

261. (a) The summer vacation shall be in the months of July and August, from seven to eight weeks as intimated from time to time by the Council;

(b) but school trustees with the consent of their inspectors may take the same length of time as vacation in January and February, and continue school during the summer vacation term, for which a separate return must be made, and of which intimation should be endorsed on the regular term return sent in to the Inspector during the first week of July. The money grants payable for services during the summer vacation term shall be payable at the next following regular time of payment of the respective public grants;

(c) and cities and towns making satisfactory provisions for supervised playgrounds during vacation may be allowed at least a week more with out prejudice to the Provincial Aid when the Inspector's recommendation is approved by the Council.

262. The following days shall be holidays in all the public schools; Sundays, Saturdays (except as hereinafter provided), Victoria Day, Good Friday (and the Thursday preceding and the Monday following), Dominion Day, Labor Day, any day proclaimed by the Governor-General or the Lieutenant-Governor, and two weeks at Christmas, according to the following scheme:

When Christmas falls on	Vacation shall begin on	Schools shall re-open on
Sunday.	Saturday, Dec. 24.	Monday, Jan. 9.
Monday.	" Dec. 23.	" Jan. 8.
Tuesday.	" Dec. 22.	" Jan. 7.
Wednesday	" Dec. 21.	" Jan. 6.
Thursday.	" Dec. 20.	" Jan. 5.
Friday.	" Dec. 19.	" Jan. 4.
Saturday.	Friday Dec. 24.	" Jan. 10

263. In order that the due inspection of schools, as required by the law, may be facilitated, each inspector shall have power, notwithstanding anything in the foregoing regulations, to give notice of the day on which he proposes to visit any school in his inspectorate for the purpose of inspection, and to require that on the day so named such school shall be kept in session.

264. When for any cause the trustees of a school shall deem it desirable that any teaching day should be given as a holiday, the school or schools may be kept in session on the Saturday of the week in which such holiday has been given, and such Saturday shall be held to be in all respects a legal teaching day.

265. When, on account of illness, or any other urgent cause, a teacher loses any number of regular teaching days, with the consent of his trustees he may make up such loss by teaching on Saturdays, provided the following regulation is not violated.

266. No public school shall be kept in session under any regulation on two consecutive Saturdays, nor for more than five Saturdays in any quarter, nor for more than five days per week on the average (vacations not being counted) between the opening and closing of the teacher's service in the school.

267. If a school is closed by order of a board of health or a duly registered physician to prevent a serious and otherwise unpreventable epidemic of contagious or infectious disease, the teacher will be entitled to receive provincial aid for as many as twenty days, and the trustees the municipal fund due to the employment of the teacher for the same time, provided the Inspector approves the said order for the closing of the school , to the "return" of which the said order must be attached.

(a) But no municipal fund shall be paid in any circumstances on account of the attendance of pupils while the school was closed on account of a preventable epidemic.

268. The hours of teaching shall not exceed six each day, exclusive of the time allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both morning and afternoon sessions. In elementary departments, especially, trustees should exercise special care that the children are not confined in the school room too long.

Provincial Educational Association.

269. The Superintendent of Education shall have authority to assemble biennially or annually if desirable, at the Normal College, or any other place which may be approved by two-thirds of the executive committee hereinafter provided for, a provincial educational association, whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

270. The membership shall be:

(a) representative members entitled to enrolment on the payment of one dollar at each annual convention; *ex officio*, the Superintendent, the principal and professors of the Normal College, the provincial examiners, the inspectors of schools, and the presidents of the universities within the Province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector) one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned trade, or industrial society or organization of provincial scope;

(b) ordinary members consisting of persons interested in any way in public education are entitled to enrolment on the payment of one dollar at each annual convention.

271. The Superintendent, the principal of the Normal College, and not more than twelve others chosen at each annual convention by the association, one of whom shall be from each inspectorial division, shall constitute the executive committee, which shall have control of all funds raised by the association, and shall appoint its own Secretary-Treasurer to receive and disburse those funds under its own direction. The executive committee shall have general management of the affairs of the association, especially in respect to the fixing of the times of meeting and the program of exercises, subject to the approval of the Superintendent.

272. The association shall appoint a Secretary, and, if necessary, an assistant Secretary, who shall keep a record of the proceedings of the meeting, and forward a written report of the same to the Superintendent.

273. The Superintendent shall preside at the meetings of the association and of the executive committee. At his request another member may preside. In his absence the principal of the Normal College or the senior inspector present shall take his place.

274. The Superintendent is authorized to use the Normal College building and appliances for the meeting of the association when held in Truro, and the principal and professors will aid to the extent of their power in promoting the success of such meeting.

Divisional Institutes.

275. Whenever ten or more duly licensed teachers within an inspectorial division shall in writing request the inspector to this effect, a teachers' institute for such District shall be formed, the exclusive object of which shall be to promote the efficiency of the teaching service within the limits of the inspectorate. The means to be employed for securing this object shall be conversation and discussion of educational methods, the preparation and reading of papers on special subjects, and illustrative exercises.

All questions and discussions foreign to the practical work of teaching are to be strictly avoided.

276. The members shall be the Inspector and all duly licensed teachers within his inspectorate on enrolment and the annual payment of such fee (not exceeding one dollar) as the institute may determine.

277. The Inspector shall be *ex officio* President of the institute, which shall elect annually from its members a Vice-President (who shall preside in the absence of the President), a Secretary-Treasurer (who shall send a report of the institute in writing to the Superintendent), and four other persons to form with the foregoing officers a committee of management, which shall have direction of the affairs of the institute, especially in respect to the fixing of the times of meeting and program of exercises, subject to the approval of the Inspector.

General.

278. The ordinary meetings of the association shall occupy three days and of institutes two days, always ending when practicable and convenient on the Friday of the week.

> (a) a "union" or "normal" or "inspectorial" institute may be substituted for the ordinary institute, by permission of the Superintendent acting under the authority of the Education Department.

279. On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of the association or an institute, and on the attachment of the certificate of regular attendance during the days specified in the preceding regulation from the Secretary of the association or institute to the teacher's "return" the Inspector is authorized to credit the same as teaching days in the apportionment of the provincial aid and the municipal school fund.

280. When teachers, after having received permission from their trustees, attend" summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year no more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

281. If a teacher who is engaged in a school section for the year shall have taken a "summer" vacation course approved by the Council, which does not entitle him to travelling expenses or a bonus, he may, on recommendation of the trustees of his school section and the certificate of attendance and proficiency by the principal of the summer school, be allowed to take one week more of vacation at the opening of the school year without prejudice to the provincial aid or to the municipal school fund grants; provided the recommendation and certificate are approved by the Inspector and transmitted attached to the return at the end of the first "half-year".

Special Days.

282. It has been found very inspiring to devote certain days entirely to some special object the demonstrative effect of which can be made much more intensive than that of the same time broken up into a routine of short fragmentary lessons spread over a few weeks. Such occasions when managed properly, are of more value in teaching effect than the ordinary routine day. In fact, they can accomplish in some cases what could never be accomplished so effectively in any other way. They are by no means holidays. Far otherwise, for they involve extra labor on the part of the teacher, and generally also on the part of the pupil.

283. *Arbor Day.* To call special attention to the the importance of the proper management and cultivation of our forests, to the value of the afforestation of lands which cannot be so productive in any other manner, and to the bearing of forestry on the rainfall, drainage, climate and industrial condition of the province, to encourage the proper adornment of the school grounds, to cultivate a taste for the beautiful in nature, and to give some practical and objective lessons in tree planting, and the study of tree growth,—for such objects the following directions are given.

(a) On such day of May as according to season weather or other circumstances may be deemed most suitable, trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs, and flowers, on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as "Arbor Day," and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the aesthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with thich "Arbor Day" has been observed.

(b) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the Inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements Inspectors can have all the details necessary for their annual reports to the Superintendent of Education.

(c) There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

(1) In selecting trees, it is well to avoid those that bear flowers or bear edible fruits, as such in the flowering and fruiting seasons are apt to meet with injury from ignorant or mischievous passers-by, and to offer temptations to the pupils. Butternuts and horse chestnuts are not to be commended as shade trees. The balsam fir is objectionable from the liability of its balsam to stain the hands and clothing. Deciduous or broad leaved trees are easily grown, their fibrous roots rendering transplanting a comparatively simple operation. If care is taken, the young saplings of the elm, maple, and ash, as found in the undergrowth of the forest, can be transplanted without difficulty.

(2) No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season these are bare and unattractive, and afford little or no shelter. On the other hand, evergreens, such as spruces, pines, hemlocks and cedars, retain their foliage and provide a shelter as useful in winter as it is grateful in summer. Trees should always be planted according to definite plan, being arranged either in curves or in straight lines, according to circumstances and with an obvious relation to the building and fences. They should not be placed so near the school house as to interfere with the free play of light and air.

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start at once into a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sand loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and should be too large rather than too small. In filling in, the better soil from near the surface should be returned, first, so as to be nearer the roots, but where the soil is at all sterile and generally, there should be put below and round the roots some well-rotted compost, mixed with sand, and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stick in such a way as to prevent chafing the bark. Some mulch or stable litter should then be thrown a round the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens the roots should not be exposed to air or light —especially the heat of the sun—more than can be helped.

Several varieties of shrubs planted together in clumps produce a very pleasing effect while the care of judiciously arranged flower beds will be to the children an important means of education.

284. *Empire Day.*

(a) The establishment of this day followed a recommendation of the Dominion Educational Association at its third triennial convention which met in Halifax. The Council of Public Instruction of Nova Scotia adopted the recommendation shortly after, on the 18th of August, 1898, appointing as "Empire Day" the school day preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed. This was the first institution of Empire Day by any Education Department.

Historical Note.—The June number of the *Educational Review,* 1890, contained a special lesson for the schools of Nova Scotia, New Brunswick and Prince Edward Island on the evolution, composition history, significance and use of the flag. In 1893 the Ontario Minister of Education issued still fuller instructions for patriotic display in the schools of that Province. On the 2nd of December, 1897, Mrs. Clementina Fessenden of Hamilton, Ontario, addressed a committee of the local school board on the subject of a patriotic day. Subsequently this and other school boards adopted her suggestion that the Education Department of Ontario be asked to set apart one day each year as a patriotic day. The Hon. G. W. Ross, then Minister of Education, arranged, after correspondence with the Superintendent in Nova Scotia, then President of the Dominion Educational Association, that it should be proposed to the D. E. A., to recommend that a day should be fixed immediately before Victoria Day, the 24th May, which is a statutory holiday in all Canadian Schools, and that it should be called "Empire Day." The President in his opening address, on the 2nd of August, 1898 in the Academy of Music, Halifax, presented the proposal and read the absent Hon. Minister's plea. The convention accordingly before its close, on the 5th August, recommended "Empire Day" to the several education departments of the Dominion. It was promptly adopted by that of Nova Scotia as indicated above, with the following instructions to the public schools.

(b) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room. It is one of the days when the school flag should be flying. [The British Red Ensign (having the Union Jack in its upper quarter) was the flag originally used in Nova Scotia, and can always be appropriately flown. But in 1910 it was finally decided that the *Union*

Jack should be considered the appropriate flag for public schools in the Province as it had been so accepted thruout the Empire].

(c) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all, the exercises should be an inspiration to stimulate all to seek how they may further reinforce the good tendencies and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.

(d) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the Inspector of his or her division.

Evening Schools.

285. These schools are public schools under the immediate charge of the trustees or school board just as are the day schools, only the sessions are held at night and each session can count for no more than half a day. The return must be summed up with the return of the day school in the section, just as if they were all day schools, by the principal of the schools of the section. No evening school should be started by the school board, however, without approval of the Inspector.

(a) Trustees of public schools may establish in their sections evening schools, for the instruction of persons upwards of thirteen years of age, who may be debarred from attendance at the day school.

(b) Such evening school shall be in session 2½ hours, and in relation to public grants, two evening sessions shall count as one day. The prescribed register shall be kept, and a return of the school made in the form directed by the Superintendent.

(c) No portion of provincial or municipal funds for education, shall be appropriated in aid of evening schools, unless teachers are duly licensed;

(d) The Council would greatly prefer that the teachers of evening schools should be other than teachers of day schools; but when in the opinion of the trustees a night school is desirable and no other teacher except that of the day school can be obtained, on the recommendation of the Inspector, the Council, thru the Superintendent, may authorize the day school teacher to conduct the evening school for no more than three nights each week during the term agreed upon.

Government Night Schools.

286. These night schools for adults are established by the Governor-in-Council under sections 106 and 107 of the Education Act of 1918, after which they come under the sole control of the Council and its officers. The following statement has been authorized as a reply to those asking for information on the conditions which justify the establishment of such a school in a locality:—

(a) Such conditions are likely to exist in the greater industrial centers, as in the neighborhood of collieries, etc., where there may be found collected together a considerable number of young workmen over school age who never had the opportunity of enjoying the advantages of our public school system in their youth.

(b) The Government Night School System was not created for the purpose of doing educational work which can be done by the public school system in the locality; nor a Night School be established where it will interfere directly or indirectly with the efficient administration of the public school. And in no case should the benefit of a Government Night School be asked for the permanent residents of a section unless they have shown their interest in the public school system to the extent of adopting and enforcing compulsory attendance on the day school in accordance with the provisions of the law.

(c) Application should be made for the establishment of a Government Night School *each term* in the form of a petition to the Governor-in-Council; and the preamble should set forth the reasons justifying the establishment of such a school in the locality in the terms and spirit of the Act, the Regulations, and this *circular* note.

(d) Among the facts represented the following should not be overlooked:

(1) Special reason why the school is required in the community.
(2) Names of those promising to attend, with their ages.
(3) The free use of school room, with the necessary light, fuel and attendance.
(4) The approval of the public school trustees and of the inspector.
(5) Has Compulsory Attendance on the day school been adopted and enforced in the section according to the provisions of laws

(e) A Government Night School is established for a *single* term only, and in no case is continued a second year without a distinct re-establishment. The attempt to open a Government Night School without the regular appointment of the teacher *for the term* directly by the Government thru the Superintendent of Education, will forfeit any claims such parties may have to the establishment of the school.

(f) If those making application are *in good faith* "desirous of obtaining instruction," in the words of the Act, it is reasonable to expect a fair average attendance at the School, *twenty-five* being the minimum specified.

287. *Term.*—The annual term shall begin December 1st and close March 31st.

288. *Sessions.*—There shall be three sessions of two and a half hours in length each week, but should it be found inconvenient during Christmas and New Year's weeks to hold the regular number of sessions, a fourth session may be held for as many succeeding weeks as will be necessary to make up the sessions so lost. The selection of the particular evenings of the week on which the schools are to be held is left to local arrangement, as is also that of the hour for opening school.

289. *Pupils.*—No person can be admitted as a pupil who is under fifteen years of age, or who attends or could conveniently attend, the day school of the locality.

290. *Teacher.*—No teacher of a Public Day School shall be engaged as a teacher of a Government Night School without the consent to said engagement of the school board of the section.

291. *Salary of Teacher.*—The teacher in charge of the night school for adults shall receive the following remuneration, to wit; one dollar for each session the school is actually open during the term (if the average attendance is 20 or upwards, otherwise the same proportion of a dollar that the average attendance is of twenty), and an additional dollar for each unit in the number representing the average attendance for the term, provided that the entire remuneration shall in no case exceed $100.00.

292. *Assistant Teachers.*—When the average attendance for the first two weeks exceeds 30, the Council may appoint a second or assistant teacher, who shall receive two-thirds of the amount of salary paid the principal, or at that rate for the time during which he actually teaches. When the average attendance exceeds 60, a second assistant may be appointed on the like scale of remuneration.

293. *Studies of Pupils.*—Owing to the diversified attainments of the persons likely to seek admission to the night school, the Council does not think it expedient to lay down a precise course of study. The Act under which the schools are established contemplates only "the ordinary branches of English education," and the Council directs teachers to place chief stress on these, particularly on reading, writing and arithmetic. In mining districts informal lessons on elementary science may profitably be given.

294. *Registration.*—All teachers of night schools shall keep correct records of their schools, according to the prescribed register, and shall make at the end of the term duly certified returns of the attendance, etc., in such form as may be required by the Superintendent of Education.

295. ACADIAN SCHOOL REGULATIONS.

(1) A bilingual visitor of schools in French-speaking school sections thruout the Province shall be appointed who may be known as the Bilingual Visitor of Acadian Schools and whose duties will be supplementary to those of the regular inspector of each inspectorial division. It shall be his special duty to aid the inspectors and Superintendent in making the schools in French settlements more efficient in every respect authorized by law, his command of the French language being intended to enable him to supplement as circumstances require, the work of the inspectors.

In carrying out these general directions he shall as far as possible co-operate with the inspectors, and like them also report monthly on his work to the Superintendent; and at the end of the year present a report on the state and progress of education in the Acadian schools in the different parts of the Province, with reasoned recommendations for such improvements as he may be able to specify.

(2) A bilingual course of a few weeks shall be given free each year during vacation time in the Provincial Normal College at Truro, to French speaking teachers to prepare them to teach English colloquially to French pupils coming to school without a knowledge of English; in order that by the time the pupils have completed the first four grades of the public school program, all work of instruction can be carried on effectively thereafter in English. Travelling expenses to and from this course shall be paid at the rate of five cents per mile.

(3) In schools where a large number of pupils attend who cannot understand English, the trustees are authorized to allow the use of the prescribed French Readers for such pupils, provided the teacher is capable of giving colloquial instruction in English,as specified in the foregoing regulation, and in giving it so effectively that by the end of the fourth year, the pupils can henceforward be effectively instructed thru the medium of the English language. But no language except English shall be imperative on any pupil.

(4) As many educational authorities believe a colloquial system (such as the Berlitz) to be the most expeditious and economical method of acquiring a new language, school trustees shall continue to be free to employ English speaking teachers under any such conditions as specified in the foregoing regulations.

296. THE ACADIAN COMMISSION.

The origin of these regulations, was the desire to carry out the unanimous recommendations of the Acadian Commission which sat in the month of April, 1902.

On the 18th April, 1902, it was recommended to His Honor the Lieutenant-Governor:—

"That the following gentlemen be appointed as Commissioners under the "provisions of Chapter 12, Revised Statutes, 1900, for the purpose of investigating the best "methods of teaching English in the schools situate in the French districts of the province and gen-

"erally to make any suggestions to the Education Department "which would have the effect of bringing about greater educational "progress in such districts.

"Rev. P. Dagnaud, of Church Point.
"W. E. Maclellan, of Halifax.
"Prof. A. G. Macdonald, of Antigonish.
"Rev. W. M. LeBlanc, of Arichat.
"Alexander McKay, Supervisor of Schools, Halifax.
"Hon. A. H. Comeau, of Meteghan River.
"Rev. A. E. Mombourquette, of East Margaree.
"M. J. Doucet, M. P. P., Grand Etang."

The Commission was promptly appointed, and after examination of many witnesses and due deliberation, the following report was made, and afterwards presented to the Council of Public Instruction:

297. To the Honorable
ALFRED GILPIN JONES,
Lieutenant-Governor of Nova Scotia.

May it Please Your Honor.

We, the undersigned members of the Commission appointed by your Honor "for the purpose of investigating the best methods of teaching English in the schools situate in the French-speaking "districts of the Province, and generally to make any suggestions "to the Educational Department which would have the effect of "bringing about greater educational progress in such districts, under "the provisions of Chap. 12, of the Revised Statutes of 1900," beg leave to report as follows:—

Your Commission have devoted twelve long sessions, extending over more than a week to enquiries concerning and the consideration of this highly important subject. They have had before them and carefully examined a number of witnesses from the various parts of the Province coming directly within the scope of their Commission. They have summoned and heard the testimony of expert language-teachers, both English and French. They have listened to and weighed the statements of Government Inspectors having the supervision of French-speaking schools, and of teachers in such schools. They have thoroly discussed and most faithfully considered the problem set before them in all its bearings.

Their investigations and deliberations have been marked thruout by the greatest harmony and by the conspicuous absence of any mere sectional, partisan or racial spirit. They have been able to reach the conclusions which they are about to submit to your Honour not only unanimously but without friction or unpleasantness of any sort.

The first enquiries of your Commissioners were naturally directed towards determining the relative standing of French and English-speaking schools, with a view to discovering whether the former are being or have been subjected to any considerable disadvantage under our educational system as compared with the latter. All the evidence before your Commissioners goes conclusively to show that, while there is no appreciable difference in intellectual capacity between French and English-speaking pupils or between French and

English-speaking districts, the average rate of progress of the former is considerably less than that of the latter. Weighty testimony was forthcoming to show that while this is the case, French-speaking pupils are generally more regular school attendants and often more eager learners than English-speaking pupils in the same Inspectorial Districts.

Your Commissioners have unanimously reached the conclusion, that the French-speaking sections of the Province have been and continue to be at a very serious disadvantage in the matter of education. They believe a measure of that disadvantage to be incident to and inseparable from their position as small French-speaking communities in the midst of larger English-speaking ones. They believe further, however, that a considerable part of that disadvantage is due to misconceptions on the part of more or less incompetent teachers and to lack of understanding on the part of officials and others of the aim and spirit of the school law of the Province and to some extent to certain remediable defects in the School Law and Regulations themselves.

Your Commissioners find that the fundamental error in dealing with the French Schools, which must be held responsible for many of their short-comings, has been the assumption that they must be taught exclusively in English. They find that with startling uniformity and persistency attempts have been made and are being made to educate children from French-speaking homes and with none but French-speaking playmates by means of the English language alone, sometimes from the lips of teachers who can speak nothing but English. They find from the testimony of experts that even were such teachers masters of the most approved modern methods of teaching a foreign language, but meagre results could be anticipated from their best efforts under such conditions. They find that with the inexperienced, ill-taught and often otherwise incompetent teachers ordinarily available for employment in such schools the efforts, however conscientious, made to teach the children to speak English are, as might be anticipated, largely a failure. They find also that, while futile attempts to teach them English are thus being put forth, the general education of French-speaking pupils is being more or less seriously or sometimes even totally neglected.

With a view to remedying these defects and redressing serious grievances which they believe should be removed as speedily as possible, your Commissioners have unanimously reached the following conclusions which they submit to your Honor, in the hope that they may be approved by you and by your Council of Public Instruction, and that due effect may be given to them in the future regulations and directions of the Educational Department of the Province. Your Commissioners are unanimously of the opinion,—

First, "that English can be best and most effectively taught in the French-speaking school sections of Nova Scotia by the daily use in speaking and writing of that language, taught according to the most approved methods, from the pupils' first entrance into school, to be followed by the use of the prescribed English readers as soon as they can be intelligently used by such pupils, not later than the 3rd or 4th grades.

Second, "that the general education of French-speaking pupils should be carried on concurrently with their acquisition of the use of English, and that this can be successfully accomplished only by the use of their vernacular; that, therefore, as long as necessary they should, while learning English, be taught the other subjects of the curriculum in French, provided, however, that the use or study of French shall be optional with every pupil.

Third, "that ,as far as practicable, in the French-speaking schools of this Province, only bilingual teachers should be employed."

Your Commissioners have been forced to this last conclusion because they are convinced that only French-speaking teachers are ordinarily competent to manage and properly instruct French-speaking pupils from French-speaking homes in French-speaking communities during the earlier years of their school attendance or until they have acquired a working knowledge of the English language. They believe that the difficulties of teaching the use of English under the conditions prevailing in our French-speaking sections are so greatly increased that it would be not far from impossible for even the most expert of language teachers to carry on the primary education of the pupils by means of it alone.

Your Commissioners have, further, unanimously agreed upon the following recommendations which they make to your Honor as the logical outcome of their above conclusions:—

First, "that a special series of French reading-books suitable for grades one to four should be prescribed for use in French-speaking school sections.

Second, "inasmuch as the evidence given before your Commissioners shows conclusively that the majority of schools in French-speaking sections are not making satisfactory progress, largely in consequence of faulty methods in teaching English, that the Council of Public Instruction should provide a short course, of some weeks' duration, during the summer holidays in the Normal School, for the purpose of imparting to bilingual teachers the most approved methods of teaching English in such sections, and that teachers attending such course be treated in the matter of travelling expenses in the same manner as is now provided for those attending the regular sessions of the Normal School.

Third, "that, for the future, inspectors of Schools be required to make a special annual report to the Department of Education on the general progress of such schools, but particularly on the progress made in the study and use of English and on the methods adopted in teaching it."

All of which is dutifully and most respectfully submitted by your Commissioners, who have the honor to be,

Your Honor's obedient servants,

W. E. Maclellan, Chairman.
A. H. Comeau.
A. G. Macdonald, A. M.
P. M. Dagnaud.
W. M. LeBlanc
M. J. Doucet.
A. E. Mombourquette.
A. McKay.

Halifax, April 28th, 1902.

RURAL SCHOOL LIBRARIES.

298. Section 72(e) of "The Education Act," authorizes the ratepayers to vote funds for "books for the school libraries" at any regularly called school meeting.

In some schools among those fully graded, the prescribed Readers may be thoroly mastered before the other portions of the course; so that additional reading may be undertaken profitably by the pupils. Such readings are known as "supplementary" and many be authorized by the Council for any section making application; but only on the conditions; (a) that the prescribed Readers have first been thoroly mastered and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil be required to purchase any such Reader.

(a) The Regulations referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of public schools, which inspectors can have enforced by the withholding of public funds under the conditions specified.

The Act authorising grants to libraries is as follows:

5. The Council of Public Instruction shall have power—(t) to pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standard prescribed by regulations of the Council for the smaller or larger library grant respectively; providing the school is not in an incorporated town or city, and the school section has not the advantage of a teacher qualifying for an academic or manual training provincial grant.

Under the authority of this Act the Council of Public Instruction has made the following.

REGULATIONS FOR RURAL SCHOOL LIBRARIES.

299. (1)—The Grants.

The Rural School Library grants, authorized by statute (quoted above) are intended to stimulate the formation and use of libraries in school sections other than those in which Academic or Manual Training teachers are employed.

For the *five* dollar grant the books belonging to the library must be worth at least *fifty* dollars and at least 150 issues of books must have been made during the year to readers.

For the *ten* dollar grant the books belonging to the library must be worth at least a *hundred* dollars, and at least 300 issues must have been made to readers during the year.

(2)—The Books.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils and (2) of the residents of the schools section, and shall be selected from a catalog recommended by the Council of Public Instruction. "Blue Books," reports, and any documents published by the Dominion, provincial or municipal governments for the information of the public should also find a place in the library ,but their value shall be reckoned at the price paid for them, and they should be numbered as the other volumes or pamphlets.

The books shall be the property of the school section, no matter whether the funds have been raised by sectional assessment, school entertainments, subscription or donation; and shall therefore be primarily in charge of the school board and their Secretary as an asset of which they shall present the inventory at each annual meeting, and for the loss or injury of which thru lack of efficient management or care, they shall be personally liable to the section.

The prices given in the "catalog" are taken from the publishers' lists and are subject to change from time to time. They are given merely as the probable approximate cost. Books may be purchased directly from the publishers or from local dealers, and as large discounts are often made, it is always advisable to ascertain their cost before purchasing.

Trustees are cautioned not to buy books from agents who may offer full sets of books at a "bargain". Such sets, as a rule, are not the most useful selections for children or even adults. Nor should cheapness always determine what edition should be purchased; for a bad type, poor paper of defective binding should not be imposed upon children any more than on adults.

Books imported into Canada for school libraries are entered free of duty.

(3)—The Books—How Kept.

The books shall be kept (when not loaned to readers) in a proper book-case under lock and key. Under the direction of the Secretary of the school board the teacher acting as librarian shall be responsible to the school trustees for the loaning, collecting and safe-keeping of the books. The librarian at the close of his period of service, shall deliver up to the Secretary, the library and its whole equipment in good order and in good condition except for reasonable wear and tear of accidents not due to lack of intelligence or care. The loss of any volumes or material thru the librarian's fault will be chargeable against his salary, and shall be replaced at his expense by the Secretary. In the case of a conflict of opinion the inspector shall arbitrate the case.

The Secretary shall on the retiring of any librarian acknowledge by his signature the correctness of the inventory of the library thus given up: and on the assumption of the duty of librarian by another teacher, the said teacher shall in like manner acknowledge the correctness of the inventory of the library handed over to him. If a book is lost or injured by any one to whom it has been issued, the Secretary of the Trustees shall promptly take the necessary legal action for its recovery or the cost of its restoration on the report of the librarian who shall not be responsible for the loss, provided he has followed the instructions of the Secretary in a reasonable manner, and reported the injury or loss promptly.

A book loaned to a member of a family in which infectious disease has broken out should not be returned to the library; but its value should be promptly paid and a new book obtained.

Local regulations not inconsistent with the regulations of the C. P. I. may be authorized by the school board, fixing the time of loan, fines for holding books overtime, methods of assessing and collecting damages to books, and all other local matters of management, but all books must be called in at the close of the school term. During the vacation period and the absence of the teacher, the Secretary may on the written order of the school trustees issue books as librarian, all of which must be replaced by him when the library is handed over to the new librarian.

(4)—The School Dictionary.

There must be an English Dictionary in the school room, and all pupils above Grade III must be taught how to use it, and must be accustomed to use it freely.

(5)—The Library Case.

There must be a library case, under lock and key, for the safe keeping of the books.

(6)—The Accession Book.

There must be an accession book kept in which all the books of the library are entered as they are procured, so as to show all the details specified below.

This book should be not less than seven by nine inches (which is the size of the "return" a duplicate of which is to be annually pasted into it) with good stiff cover and well bound back, and at least 48 leaves. Books of 72 leaves are more common, and are of good size for even the smallest library, for they will be large enough to keep the record of books added to the library for many years.

A uniform label for such book, somewhat as follows, will be supplied by the publisher of the other library blanks:

ACCESSION BOOK

of

Rural School Library.

..........................School Section,

No..........District No ....

County.......................,Nova Scotia

The two pages will be used as a single folio 14 inches wide and 9 inches deep, containing 20 or more horizontal blue lines; and should be neatly ruled in red ink by the librarian as follows:

1st. A double horizontal line near the top of the page under which the titles of the vertical columns shall be neatly written, underneath these titles rule a single red line.

2nd. Vertical lines in red from the double horizontal line to the bottom forming columns of the following breadth under each of the following headings.:

(Left Page).

No (¾inch).	Class (½ inch)	Author. (2 inches).	Title. (2½ inches).	Date Received. (1¼ inches).

(Right Page).

Publisher 2½inches)	Year Pub. (½ inch).	Source. (1 inch).	Cost. (½ inch.)	Remarks. (2½ inches).

All the entries must be in ink. Books should be numbered consecutively from No. 1. The Class indicated by a letter, should also for convenience be given near the number which should be on the inside of the front cover. A general label may be provided for this purpose—somewhat as follows;

RURAL SCHOOL LIBRARY.

No........ Class........

..........................School Section,

........................Co., Nova Scotia.

Give surname of author first, followed by his initals if necessary.

Give short title, sufficient to distinguish the book—omitting the article.

Give date when book is entered in the "Accession Book".

Give short title of publisher and place, thus: "Macmillan's, London."
Give the date of publication—the year.

Under "Source," use any brief expression to indicate from whom the book was obtained. Put a letter "g" (gift) under the head of "cost" when necessary.

Under "Remarks" make such entries as the following: "Lost 8 Jan., 1913." "Missing" 18 Apr., 1903. "Given in exch. for No. 47". "Rec'd in ex. for No. 12". "Worn out and withdrawn (date)" "Replaced by No. 123." etc.'

(7)—The Card Catalog and Loan Record.

There must be a record of the loans of books, and each book must be loaned by the librarian to a reader (not by one reader to another) so that the library may receive due credit for the number of readings or issues of the books.

The system of loan records prescribed is the "Card System,' briefly described as follows:

There must be a card exactly three by five inches for each book in the library, having on the five inch top line a place for the "No." (¼ inch) "Class" (¼ inch), "Author" (2 inches—surname first), "Title' (2½ inches).

Under this line may be nine or ten horizontal lines, which should be divided into two equal parts by a strong vertical line, each part to be again divided into three columns under the following heads: "Date lent" (½ inch), "Borrower's name" (1½ inches), Date returned" (½ inch). This will give room for 18 or 20 records of borrowing and as the lines can be continued beyond the bottom of the card to the other side, it will contain space enough for about 40 borrowings of the books, one nearly for each week of the school year. In dating, the months should be indicated by only one or two letters Ja—January, Je.—June, Jl.—July, etc.

If the book is borrowed so seldom that the card will do for two school years a red line should be ruled to separate distinctly the record of the previous school year from that of the current year. This will enable the librarian to count up the number of the "issues" of each book for the yearly return, readily and accurately.

The card will look somewhat like this:—

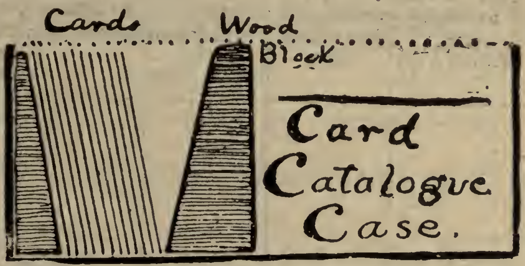
No.	Class	Author	Title.
47	E.	Dickens, C.	Christmas Carol.

Date lent	Borrower's name	Date returned	Date lent	Borrower's name	Date returned
1915 Ja. 18	John Smith.....	Ja. 25...	......	....	....
Fe. 3	Alice Jones.....	Fe. 10...	......	....	....
M. 10	Fred Adams....	....	......	....	....
.....	Jane Clark......	....	......	....	....

This card shows that Charles Dickens' "Christmas Carol" was issued to John Smith for a week, from January 18th, to 25th, when it was returned: issued to Alice Jones from February 3rd to 10th; and to Fred Adams on March 10th, not yet returned. Jane Clark's name is entered to show that the book was promised her when returned by Fred Adams, the "date" not to be filled in until it is issued to Jane Clark.

The cards should be kept in a neat wood or pasteboard box, five inches wide and about three inches deep, with the Author and Title uppermost, arranged always strictly in the alphabetical order of the names of the authors ,and the books of each author likewise arranged in the alphabetical order of the Title.

While the breadth of the inside of the card box should be five inches, or just a little more, in order to allow the cards to be moved without friction, the length will depend on the number of cards which might in the future be expected to be required. It is recommended to have the card box several inches long, if a large library is expected in a few years, the vacant space of which can have a neat block of wood which can be moved up to the cards so as to keep them standing. It will be an advantage to have the face of such block against the cards slightly sloping instead of vertical, so that when in contact with the base of the card, the finger can tilt the top of the card a half inch forward so as to expose the name of the author and title to view. It is also preferred to have a similar wedge-like block at the back of the cards so that they will not be resting vertically on edge, but tilted back slightly, thus making the "author" and "title" more easily visible when fingering for the required card. Side view of such a box:



Neat card catalog boxes containing 100 cards and the prescribed labels can be obtained from T. C. Allen & Co., Halifax, N. S.

Whenever a book is given out the entry is to be made on the card as already indicated; and when it is returned care must be taken to mark the card before the book is placed in the case, where it should be arranged in the same alphabetical order as the card in its box.

An asterisk or star should be placed over the name of each adult borrowed, so that the number of these may be readily picked up by running the eye over the cards. The teacher, parents and ratepayers of the section shall have the privilege of using the library; and the number of issues of books to adults will therefore be an interesting and important item of information for the educational authorities as well as for general public. This information has to be given in the "annual return."

(8)—Classification.

The books shall be divided into the following twelve classes: the statistics of which must be given separately in the annual return. To make such a report possible and easy the letter indicating the class should be entered on each book and card near its No.

Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Foresty, etc.
B.—*Travel and Description.*
C.—*Biography.*
D.—*History.*
E.—*Fiction.*
F.—*Poetry.*
G.—*Fine Arts* (Music, Drawing, Painting, etc.).
H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, etc.)
J.—*Books of Reference,* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.).
L.—*Periodicals.*
M.—*Readers for Supplementary Reading in School.*

RETURN.

Class	No Books at beginning of school year	No Books added during school year	No. Books lost or withdrawn during school year	No. Books at end of school year	*Circulat'n (No of issues) during school year
A.......					
B.......					
C.......					
D.......					
E.......					
F.......					
G.......					
H.......					
J.......					
K.......					
L.......					
M......					
Total...					

*No. of issues to others than pupils in this total.................

Books added during year, by purchase.... by gift ....by exchange ......Total..............

Books withdrawn during year, by wear....by loss....by exchange ....Total..............

Number of borrowers (readers), children....adults....Total....

Annual Financial Statement.

Receipts.	*Expenditure.*
Balance from last year.....$...	For Library, case and equipment.....................$...
From School Funds......... ...	For Books................ ...
" Donations........... ...	Bal. on hand unexpended... if any, at end of school year..................... ...
" Contributions of pupils ...	
" School entertainments. ...	
"Fines for damages to books...	
" Other sources........ ...	
Total............$...	**Total............$...**

(It is recommended that no balance be left *unexpended* at the end of the school year. The *totals* will then show the exact expenditure on the Library during the school year.

Summary Financial Statistics.

Total expenditure on Library to date (from last An. Return) . . $. . . . .
Expended this school year In Library case and accessories. . . . .
Expended this year on Books. . . . .

Total expenditure to end of this school year. . . . . $. . . . .

Estimated present value of Books. . . . . $. . . . .
Estimated present value of Library case and accessories. . . . .

Estimated present value of total Library equipment. . . . . $. . . . .

Library.

This is to certify that to the best of our knowledge and belief the Library has been conducted during this school year as required by law; that all the blanks in this return are filled in correctly and that an exact duplicate of this return over our signatures is fixed securely into the "Accession Book."

Signed this. . . . . day of.	. . . . Teacher and Librarian.
A. D. . . . . . . at.	
County of. . . . Nova Scotia. . .	. . . . Sec. School Trustees.

300. THE MINIMUM SCHOOL LIBRARY OUTFIT.

Inspectors are now empowered to demand in every school qualified to draw public money, some arrangement for keeping (1) the school register and (2) books presented to, or otherwise obtained for the use of, the school.

(a) FOR THE REGISTER.

The least expensive equipment for the care of the registers is a locked chest, or a drawer in the teacher's desk, 18 by 12 inches. No excuse should be accepted for the absence of some such arrangement, provided the Inspector has previously notified the trustees.

(b) THE BOOK CASE.

The cheapest kind of book case for the preservation of the books which are not necessary on the teacher's desk, should be clear *seven* inches deep. That will be deep enough for the standard size of books like bound or unbound *Journals of Education*, *Education Reports*, all Canadian Provincial and Dominion

Reports, Statutes, etc. For these the hight of the shelf (which should be the lower one or ones) should be a little over *ten* inches. This standard size, of a bound volume, is *ten* by *seven* inches, so that the shelf room should be at least a quarter of an inch greater (10¼x7¼ inches inside measurement).

The next higher shelf or shelves should have hight enough to similarly accommodate books *eight* inches long. The next higher might be suited for a book *seven* inches on end. These two sizes would accommodate the great majority of the books likely to be in a school library. The higher shelf or shelves may be only *six* inches high.

(c) NO 2 BOOK CASE.

A book case 40 inches wide with the four standard sizes of shelves, 10¼, 8¼, 7¼ and 6¼ inches high, assuming the shelves, top and bottom to be of inch thick board, would stand 37 inches high, outside measurement. (40 inches width is a better size than 3 feet, and has the advantage of representing nearly an exact meter which is now becoming a world-wide unit of length, and should therefore be made familiar to the rising generation).

(d) NO 3 BOOK CASE.

A book case 40 inches wide with *six* shelves 10¼, 8¼, 8¼, 7¼, 7¼, and 6¼ inches high would with similar shelving stand 54½ inches high.

(e) NO 1 BOOK CASE.

It is hardly economical to make a smaller case than No. 2— say one only 2 feet wide with the four standard shelves—for it requires the same number of joints to fit, and saves only a little lumber.

Assuming the average book to require a space of one inch, No. 1 would accommodate about 80 books; No. 2, over 100; and No. 3 over 200. But space is necessary for the "Card Catalog" the "Accession Book," etc., and will be very convenient for many other purposes. So the smallest rural school should endeavour to have No. 2, altho No. 1 would be sufficient to qualify the school as sufficiently equipped to draw public money.

These cases should be made dust proof tight, with lock and key. Nos. 2 and 3 might have folding doors locking into central shelf supports—glass paneled. Arrangements to raise or lower shelves to suit the sizes of books are desirable always.

Any more commodious style of Book Case than those suggested here, may be referred to as a No. 4.

> (f) No school should be without one of these book cases. Inspectors are advised not to deal too promptly with trustees in backward communities, until they have had an opportunity to be reasoned with and instructed.

301. CATALOG.

This catalog was prepared and printed in the April Journal, 1915, and is published here as a sample only. Many suitable books have been mentioned in the *Journals of Education* issued since 1915.

The following Catalog has been prepared for the guidance of teachers in selecting books for the School Library. The list gives not only the Author and title, but the name of publisher and, where possible, the price. The prices quoted are taken from the Catalogs of the various publishers, and do not necessarily include postage or expressage. A certain book may also be published by more than one publisher, in which case the edition presumably most suitable for the purposes of a school library has been mentioned; still the purchaser is not restricted, and may use any other edition which may serve equally as well.

Advantage may also be taken of every open avenue of information, but every book purchased shall be of such a character as will tend to develop the type of intelligent citizenship desired. It is therefore imperative that any books not on this list shall first be approved by the Education Department, before being placed in any school library.

The grading of this list is of course only approximate, and is indicated as follows:—

Primary grades (I-III) are prefixed by a *
Junior grades (IV-VIII) are prefixed by a †

Other books are suitable for senior grades and adults.

A.

Wilkinson	Practical Agriculture (American Book Co.)	$ 1.00
Hutch & Hazelwood	Elementary Agriculture (The Educ. Book Co.)	50
Mann	Beginnings in Agriculture (Macmillan Co)	75
Needham	The Natural History of the Farm (Comstock Pub. Co.)	1.50
King	The Soil (Macmillan Co.)	1.50
Meiers	School and Home Gardens (Ginn&Co.)	80
Bailey	Garden Making (Macmillan Co.)	1.25
Morley	†Flowers and their Friends (Ginn&Co.)	50
French	How to Grow Vegetables (Macmillan Co)	50
Thomas	†Garden Work for Every Day (Cassell & Co.)	1/.
Wright	School and Garden (Cassell & Co.)	0/9
Cavers	Life Histories of Common Plants (Univ. Tut. Press)	3/.
Bailey	Lessons with Plants (Macmillan Co.)	1.25
Dana	How to Know the Wildflowers(Scribner's)	2.00
Betts	New Ideals in Rural Schools (Houghton, Mifflin)	60
Hodge	Nature Study and Life (Ginn & Co.)	1.50
Bailey	The Nature Study Idea (MacmillanCo.)	1.00
McLeod	In the Acadian Land (Whidden, Boston)	75
Roberts	The Farmstead (Macmillan Co.)	1.50
McKeever	*Farm Boys and Girls (Macmillan Co.)	1.25
Harrison	Home Nursing (Macmillan Co.)	1.00
Snell	Elementary Household Chemistry (Copp. Clark)	1.25
Elder-Duncan	*The House Beautiful and Useful (Cassell's)	5/.
Bailey & Coleman	First Course in Biology (Macmillan Co.)	1.25
Comstock	Insect Life (Comstock Pub. Co.)	2.00
Daulton	*Autobiography of a Butterfly (Rand, McNally Co.)	40
Weed	†Stories of Insect Life (Educ. Pub. Co.)	40
Lyon	How to keep Bees (Macmillan Co.)	50
Kirby	Familiar Butterflies and Moths (Cassell's)	6/.
Claxton	*Insect Workers (Cassell's)	1/.
Blanchan	†Bird Neighbors (Doubleday,Page&Co)	2.50
Chase	†Stories of Birdland (Educ. Pub. Co.)	40
Chute	Agronomy—A Course in Practical Gardening for High Schools (Ginn & Co.)	....
Miller	†First Book of Birds (Houghton, Mifflin)	60
Miller	Bird Ways (Houghton, Mifflin)	60
Cornish	Thirty Lessons on Birds (Dom. Book Co.)	95
MacClement	Birds of Canada (Dom. Book Co.)	3.00
Byron	The Bird Folk at Home (Cassells')	1/.
Johonnot	*Book of Cats and Dogs (Amer. Book Co)	18
Smith	*The Circus Book (A. Flanagan & Co.)	35
Wright	*Stories of Birds and Beasts (MacMillan Co.)	30

Wright	*Stories of Plants and Animals (Macmillan Co.)	30
Pierson	†Among the Farmyard People (E. P. Dutton & Co.)	40
Valentine	How to Keep Hens (Macmillan Co.)	50
McGrew	The Bantam Fowl(R. P. J. Pub. Co., Quincy Ills)	50
Johonnot	*Friends in Feathers and Fur (Amer. Book Co.)	30
Johonnot	*Friends with Wings and Fins (Amer. Book Co.)	50
Burroughs	†Squirrels and Other Fur Bearers (Houghton, Mifflin)	60
Whitehead	†Dumb Animals and How to Treat Them (A. Flanagan & Co.)	60
Smith	*Fourfooted Friends (Ginn & Co.)	60
Burt	*Little Nature Studies (Ginn & Co.)	40
Wright	†Stories of Earth and Sky (Macmillan Co.)	30
Holden	†Earth and Sky Astronomy (Appleton Co.)	30
Hawkes	†The Trail to the Woods (Amer. Book Co.)	40
Wagner	*Stories from Natural History (Macmillan Co.)	35
Long	†Ways of the Woodfolk (Ginn & Co.)	50
Wright	†Seaside and Wayside (D. C. Heath)	25
Green	Coal and Coal Mines (Houghton, Mifflin)	75
Bamford	Up and Down the Brook (Dom. Book Co.)	75
Herrick	The Earth in Past Ages (Amer. Book Co.)	60
Ball	Star Land (Ginn & Co.)	1.25
Buckley	†*Fairyland of Science (Macmillan Co)	40
Comstock	Nature Study (Comstock Pub. Co.)	3.75
Serviss	Astronomy with the Naked Eye (Harpers)	1.50
Westell	†Nature Stalking for Boys (J. M. Dent & Sons)	1.00
Miller	Minerals and How they Occur (Copp, Clark)	1.00
Roth	A First Book of Foresty (Ginn & Co.)	90
Briggs	†Black Diamond Reader (T. Nelson & Sons)	1/6
Hopkins	The Story of the Soil (T. Werner Laurie, London	....
Stopes	The Study of Plant Life (Blackie & Sons	1.00
Carver	Principles of Rural Economics (Ginn & Co.)	1.30
Sewell	†Black Beauty (Educ. Book Co.)	30
Saunders	†Beautiful Joe (Barnes & Co.)	25
MacLeod	Further Studies in Nature (Commercial Pub. Co.)	50
French	The Beginners' Garden Book (Macmillan Co.)	1.25
Hummel	Materials and Methods in High School Agriculture (MacMillan Co.)	1.25
Buckley	†Eyes and No Eyes (Cassell's) 6 vols.	0/4to0/6
Seton-Thompson	†Animals I have Known (Scribner's)	2.00
Seton-Thompson	†The Lives of the Hunted (Scribner's).	2.00

Thoreau	Walden (W. Scott & Co.)	1/6.
Maeterlinck	The Life of the Bee (Dodd, Mead & Co.)	1.40 1.40
Lubbock	Origin and Metamorphoses of Insects (Scribner's)	1.00
Tarr	Elementary Geology (Macmillan Co.)	1.40

B.

Ferguson	†Janey Canuck (Cassell's)	6/.
Johonnot	†*Stories of Other Lands (Amer. Book Co)	40
Schwatka	†*Children of the Cold (Educ. Pub. Co.)	1.25
Allen	†*Children of the Palm Lands (Educ. Pub. Co.)	50
Ballon	Footprints of Travel (Macmillan Co.)	60
Herbertson	Man and His Work (Macmillan Co)	50
Lyde	Man and His Markets (Macmillan Co.).	50
Jenks	†The Boys' Book of Exploration (Doubleday, Page & Co.)	2.00
Parkin	Round the Empire (Cassell's)	40
Hale	Stories of Discoveries (Lippincott)	1.25
Bullen	†The Cruise of the Cachalot (Copp, Clark Co.)	30
Phillips	The Land of the White Tsar (Cassell's)	75
Angus	Japan, The Eastern Wonderland (Cassell's)	75
Scott	Franklin's Journey to the Polar Sea (J. M. Dent & Sons)	30
Dana	†Two Years before the Mast (McClelland, G. &. S.)	25
Brassey	Voyage in the "Sunbeam" (McClelland, G. & S.)	25
Martineau	†Feats on the Fiord (McClelland, G. & S.)	30
Headland	†Out Little Chinese Cousins (Doubleday, Page & Co.)	60
Taylor	†Boys of Other Countries (G. P. Putman's Sons)	1.25
Pratt	The Great West (Educ. Pub. Co.	50
Parrott	†Britain Overseas (T. Nelson & Sons)	1.50
Schwatka	Nimrod of the North (Educ. Pub. Co.)	1.25
Fraser	The Amazing Argentine (Cassell's)	6/.
Fraser	†Pictures from the Balkans (Cassell's)	1/.
Hedin	From Pole to Pole (Macmillan Co.)	2.50
Speke	Discovery of the Source of the Nile (J. M. Dent & Sons)	30
Cooke	Voyages of Discovery (J. M. Dent & Sons)	30
Ford	Gatherings from Spain, (J. M. Dent & Sons	30
Park	Travels of Mungo Park (J. M. Dent & & Sons	30
Lane	Modern Egyptians (J. M. Dent & Sons)	30
Kinglake	Eothen (J. M. Dent & Sons)	30
Hough	Young Alaskans in the Rockies (Harpers)	1.25
Edwards	A Thousand Miles up the Nile (Burt & Co.)	1.00
Chaillu	Stories of the Gorilla Country (Sampson Low & Co.)	2/6
Kane	Arctic Explorations (T. Nelson & Sons).	1.40
Bayard-Taylor	Central Asia (Scribner's)	1.25

Verne	†Around the World in Eighty Days (Porter & Coates)	75
Huc	Travels in Thibet (Open Court Pub. Co.)	1.50
Nansen	First Crossing of Greenland (Longman's)	3/6
Barth	Travels in North and South Africa (Ward, Locke & Co.)	2/.
Barth	Travels in Timbuctoo (Ward, Locke & Co.	2/.
Galton	South Africa (Ward Locke & Co.)	2/.
Bates	Naturalist on the Amazon (J. M. Dent & Sons)	30
Adams	†Famous Caverns and Grottos (T. Nelson & Sons.)	2/.
Traill	In the Forest (T. Nelson & Sons)	2/.
Darwin	Voyage with the "Beagle" (Ward, Locke & Co.)	3/6
Stevenson	†An Island Voyage (Chatto & Windus)	2/6
Baker	†Rifle and Hound in Ceylon (Longman's)	3/6
Purvis	Anson's Voyage around The World (J. M. Dent & Sons)	30
Polo	Travels of Marco Polo (J. M. Dent & Sons)	30
Lytton	Pilgrims of the Rhine (J. M. Dent & Sons)	30
Shaler	Story of Our Continent (Ginn & Co.)	75
Lyde	Commercial Geography (Macmillan Co.)	90
Burnaby	A Ride to Khiva (Cassell's)	1.00

Graded Series.

Highroads of Geography (T. Nelson & Sons) 6 vols. each 30c. to 60c

The World and its People Series (T. Nelson & Sons), 12 vols. each 30c. to 70c.

Regional Geography (A. & C Black) 10 vols., each 1/4 to 3/6.

Our Own and Other Lands Series (McDougall Educ. Co.), 7 vols. 0/10 to 1/6.

Lands and Their Stories Series (Blackie & Sons) 7 vols. 1/. to 1/9.

The Romance of Travel Series (Oxford Univ. Press) 6 vols, each 25c.

Black's Travel Pictures (A. & C. Black) 10 vols., each 0/10.

C.

Hale	Stories of Invention (Educ. Pub. Co.)	1.00
Shaw	†Discoveries and Explorers (Amer. Book Co.)	35
Clarke	†Story of Caesar (Amer. Book Co.)	45
Yonge	*Book of Golden Deeds (Macmillan Co)	35
Abbott	History of Richard First (Harpers)	50
Adams	*Stories from Lives of Noble Women (Nelson & Sons)	40
Mabie	*†Heroes Every Child should Know (Houghton, Mifflin)	40
Boulger	*†Life of General Gordon (T. Nelson & Sons)	35
Matheson	Florence Nightingale (T. Nelson & Sons)	1.00
Wood	Wolfe (Macmillan Co.)	50
Wood	Montclam (Macmillan Co.)	50
Boswell	Life of Johnson (J. M. Dent & Sons)	30

Irving	Life of Mahomet (J. M. Dent & Sons).	30
Helps	Life of Columbus (J. M. Dent & Sons)	30
Trotter	The Bayard of India (J. M. Dent & Sons)	30
Finnemore	Men of Renown (MacMillan Co.	40
Southey	†Life of Nelson (Cassell's)	1/6
Synge	†Great Englishwomen (G. Bell & Sons)	1/.
Talfourd	The Letters and Life of Charles Lamb (Cassells)	1/.
Plutarch	Lives (J. M. Dent & Sons)	30
Hughes	Livingstone (McClelland, Goodchild)	75
Weaver	Builders of the Dominion(Copp. Clark Co.)	35
Synge	†Great Englishmen (G. Bell & Sons)	1/.
Synge	†Great Irishmen (G. Bell & Sons)	1/.
Synge	†Great Scotsmen (G. Bell & Sons)	1/.
Lockhart	Life of Scott (J. M. Dent & Sons)	30
Gaskell	Life of Charlotte Bronte (J. M. Dent & Sons)	30
Buchanan	Life of Audubon (J. M. Dent & Sons)	30
Lewes	Life of Goethe (J. M. Dent & Sons)	30
Voltaire	Life of Charles Twelfth (J. M. Dent & Sons)	30
Gleig	Life of Wellington (J. M. Dent & Sons).	30

Great Writers Series (W. Scott & Co.) over 40 vols. each 2/6.

Heroes of All Time Series (G. G. Harrap & Co) about 50 vols., each 50c.

The Biography of any distinguished man in the different departments of human endeavor, such as statesmen, warriors, men of letters, men of action, etc. (any reliable publisher).

D.

Synge	†Great Deeds in English History (G. Bell & Sons.)	1/.
Fitchett	†Deeds that Won the Empire (G. Bell & Sons)	1/.
Fitchett	†Fights for the Flag (G. Bell & Sons)	1/.
Creasy	The Fifteen Decisive Battles of the World (Cassells)	1/.
Guizot	The History of Civilization in Europe (Cassell's)	1/.
Colvin	Making of Modern Egypt (T. Nelson & Sons)	1/.
Rolfe	†Tales of Chivalry (Amer. Book Co)	50
Guerber	†Stories of the English (Amer. Book Co.)	65
Bradish	†Old Norse Stories (Amer. Book Co.)	45
Church	Stories of the Old World (Ginn & Co.)	50
Creighton	†Heroes of European History (Longman's)	45
McKilliam	Makers of History (McClelland, Goodchild)	50
Prothero	School History (T. Nelson & Sons)	75
Hudson	Stories of the Renaissance (Cassell's)	1.25
Reich	Foundations of Modern Europe (G. Bell & Sons)	1.00
Prescott	History of Peru (J. M. Dent & Sons)	30
Prescott	Conquest of Mexico (J. M. Dent & Sons)	30

Irving	Conquest of Granada (J. M. Dent & Sons)	30
Macaulay	History of England (J. M. Dent & Sons) 3 vols.	90
Greene	History of England (H. M. Caldwell Co) 4 vols.	5.00
Adams	European History (Macmillan Co.)	1.50
Napier	War in the Peninsula (T. Nelson & Sons)	60
Tappan	Story of the Roman People (Houghton Mifflin)	65
Lyde	†Age of Drake (Macmillan Co.)	40
Guest	Social History of England (G. Bell & Sons)	35
Marsh	†Story of Canada (T. Nelson & Sons)	30
Hale	†Story of the Great Armada (T. Nelson & Sons.)	1.50
Gibb	Founders of Empire (Cassell's)	45
Motley	Dutch Republic (J. M. Dent & Sons) set	90
Sismondi	Italian Republics (J. M. Dent & Sons)	30
Parkman	Conspiracy of Pontiac (J. M. Dent & Sons) 2 vols. each 30c. set	60
Gibbon	Decline and Fall of Roman Empire (J. M. Dent & Sons) 6 vols. set	1.80
Hallam	Constitutional History (J. M. Dent & Sons) 3 vols set	90
Mommsen	History of Rome (J. M. Dent & Sons) 4 vols. set	1.20
Grote	History of Greece (J. M. Dent & Sons) 12 vols., set	3.60
Parrott	The Story of the British People (T. Nelson & Sons)	35
	The Story of the Earth and its People (T. Nelson & Sons.)	50
Tregarthen	Australia (G. P. Putnam & Sons)	1.50
Archer	The Crusaders (G. P. Putnam & Sons)	1.50
McCarthy	Short Story of Our Own Times (G. P. Putnam & Son)	1.50
McCarthy	Epoch of Reform (Scribner's)	1.00
Bancroft	United States	....
Parkman	Parkman's Works (Little, Brown & Co.) 7 vol., each	1.50
Meadows	English Industrial History (G. Bell & Sons)	60
Clifford	The British Army (A. & C. Black)	1/6

Graded Series.

Highroads of History (T. Nelson & Sons) 11 vols., each 30c. to 60c.
Bell's Historical Readers (G. Bell & Sons) 24 vols., each 0/6 to 1/.
Piers Plowman Histories (Geo. Philip & Son) 11 vols. 0/9 to 2.
Told thru the Ages Series (G. G. Harrap & Co.) 40 vols., each 1/6.
All Time Tales Series (G. G. Harrap & Co.) 30 vols. each 1/.
Heroes of All Time Series (G. G. Harrap & Co.) 50 vols., each 1/. up.
Stories of the Nations Series (G. P. Putnam & Sons) 45 vols., each $1.60.

E.

Mulock	*Adventures of a Brownie (H. Altemus Co.)	25

Ramee	†A Dog of Flanders (A. Flanagan & Co)	35
Richards	†Captain January (Dana, Estes & Co.).	75
Swift	*A Voyage to Lilliput (Houghton, Mifflin Co.)	15
Saunders	*†Beautiful Joe (Musson Book Co.)	20
Hughes	†Tom Brown's School Days (Cassell's)	50
Lang	*†Tales of Romance (Longman's)	40
Lamb	Adventures of Ulysses (T. Nelson & Sons)	25
Kingsley	Heroes (T. Nelson & Sons)	25
Hawthorne	*The Wonder Book (T. Nelson & Sons)	25
Bemister	†Indian Legends (Copp .Clark Co.)	35
Kipling	*†The Jungle Book (Macmillan Co.)	1.50
Alcott	Eight Cousins (Sampson, Low & Co)	50
Alcott	An Old Fashioned Girl (Sampson, Low & Co.)	50
Dodge	†Hans Brinker (Blackie & Sons)	35
Defoe	†Robinson Crusoe (J. M. Dent & Sons).	30
Swift	*†Gulliver's Travels (J. M. Dent & Sons)	30
Alcott	†Little Men (J. M. Dent & Sons)	30
Alcott	†Little Women (J. M. Dent & Sons)	30
Stowe	†Uncle Tom's Cabin (J. M. Dent & Sons)	30
Hawthorne	House of Seven Gables (J. M. Dent & Sons)	30
Blackmore	Lorna Doone (J. M. Dent & Sons)	30
Mulock	John Halifax (J. M. Dent & Sons)	30
Lytton	Rienzi (J. M. Dent & Sons)	30
Roberts	Kings in Exile(Macmillan Co.)	50
Lover	†Handy Andy (McClelland, Goodchild)	75
Dumas	Monte Christo (J. M. Dent & Sons) 2 vols. at 30c.	60
Kingston	†Old Jack (W. & R. Chambers)	25
Ballantyne	†Coral Island (W. & R. Chambers)	25
Stevenson	†Treasure Island (Cassell's)	30
Bolderwood	Robbery Under Arms (Macmillan Co.)	3/6
Johnson	Rasselas (McClelland, Goodchild)	1.50
Kipling	Captains Courageous (McClelland, Goodchild)	1.50
Verne	†Twenty Thousand Leagues Under the Sea (J. M. Dent & Sons)	30

The Works of Walter Scott, Charles Dickens, George Eliot. The Brontes, Jane Austen, Thackeray, Anthony Hope, Hawthorne, Stevenson, Irving, Fennimore Cooper, Henty, Roberts, Hugo, Kingsley.

F.

	Book of Canadian Verse (Oxford Univ. Press)	1.25
Burt	†Poems Every Child should Know (Doubleday, Page)	90
Field	†Love Songs of Childhood (Scribner's)	1.00
Palgrave	†Children's Treasury (Macmillan Co.).	50
Stevenson	†Childs' Garden of Verses (Scribner's).	50
Palgrave	†Golden Treasury (Macmillan Co.)	1.00
Barham	†The Ingoldsby Legends (Cassell's)	1/6
Proctor	*†Legends and Lyrics (Cassell's)	1/6
Pope	Essay on Man (G. Bell & Son)	0/6

Percy	Reliques of Ancient English Poetry (J. M. Dent & Sons)	30
Burrell	†A Volume of Heroic Verse (J. M. Dent & Sons)	30

"The Oxford Poets" (Oxford Univ. Press) 40 vols., each $1.00 up

The Poetical works of Shakespeare, Tennyson, Browning, Byron. Scott, Milton, Moore, Cowper, Wordsworth, Goldsmith, Hood, Spenser, Gray, Hemans, Shelley, Campbell, Keats, Coleridge, Pope, Burns, Longfellow, Whittier, Bryant, Lowell, Arnold, Chaucer, Southey, Roberts, Carman, Kipling, Noyes, Newbolt, in any edition, published by reliable houses.

G.

Fraipont	The Art of Making and Using Sketches (Cassell's)	1/6.
Naftel	Flowers and How to Paint Them (Cassell's)	2/6
Baltzell	History of Music (Theo. Presser)	2.00
Smith	Music, How it came to be (Scribner's)	1.25
Rix	Manual of School Music (Macmillan Co.)	1.00
DeForest	A School History of Art (McClelland Goodchild)	2.50
Sturgis	The Appreciation of Sculpture (Baker & Taylor Co.)	1.50
Witt	How to Look at Pictures (G. Bell & Sons)	1.50
Branch	Illustrated Exercises in Design (Prang).	1.00
Crampton	Folk Dance Book (A S. Barnes & Co.)	1.50
Hammerton	Intellectual Life (Roberts)	75
Hammerton	Graphic Arts (Roberts)	2.00
Van Dyke	Art for Art's Sake (Scribner's)	1.50
Hunt	History of Music (Scribner's)	1.25
Turner	A Short History of Art (Swan & Co.)	2.50
Sturgis	Appreciation of Pictures (Baker, Taylor & Co.)	1.50
Van Dyke	History of Painting (Longman's)	1.50
Hayden	Chats on Old China (T. F. Unwin)	1.50
Hayden	Chats on Old Furniture (T. F. Unwin)	1.50
Hayden	Chats on English China (T. F. Unwin)	1.50
	Newnes' Art Library (Newnes) 30 vols.	....

H.

Church	Story of the Odyssey (Macmillan Co.)	50
Bullfinch	The Age of Fable (J. M. Dent & Sons)	30
Grimm	*Fairy Tales (J. M. Dent & Sons)	30
Anderson	*Fairy Tales (J. M. Dent & Sons)	30
Bryant	*Stories to Tell Children (Copp, Clark Co.)	1.00
Smythe	†Old Time Stories (Amer. Book Co.)	35
Wiggin	*The Story Hour (Houghton, Mifflin Co.)	75
Cowles	*†Stories to Tell (A. Flanagan & Co.)	35
Cook	†Nature Myths (A. Flanagan & Co.)	35
Scudder	†Book of Fables and Folk Stories (Houghton, Mifflin & Co.)	45
Jarley	Wax Works (Dramatic Pub. Co.)	25

Carroll	*Alice in Wonderland (McClelland, Goodchild)	25
Kingsley	Heroes (T. Nelson & Sons.)	25
Ruskin	†King of the Golden River (McClelland Goodchild)	25
Pratt	Legends of Norseland (McClelland, Goodchild)	60
Brooks	Stories of the Red Children (McClelland, Goodchild)	40
Mulock	*Adventures of a Brownie (H. Altemus Co.)	25
Hartland	*English Fairy and Folk Tales (MacClelland, Goodchild)	50
Yeats	*Irish Fairy and Folk Tales (McClelland Goodchild)	50
Douglas	*Scotch Fairy and Folk Tales (Mc Clelland, Goodchild)	50
Chesterton	*The Pansy Patch (T. Nelson &Sons)	40
Harris	*Uncle Remus (McClelland, Goodchild)	50
Irving	†Rip Van Wrinkle (T. Nelson & Sons)	25
Clarke	†Arabian Nights (Macmillan & Co.)	25
O'Conner	*Story of Peter Pan (G. Bell & Son)	0/9
Browning	*Pied Piper of Hamelin (G. Bell & Son)	0/8
Malory	†LeMorte D'Arthur (J. M. Dent & Sons)	30
Manson	Indoor Amusements (Cassell's)	1.00
Adams	Indoor Book for Boys (Harpers)	1.50
Paret	Handy Book for Girls (Harpers)	1.50
Bailey	Booklet Making (Prang Co.)	50
Craig	Pros and Cons, Debates (Hinds, Noble Co.)	1.50
Nelligan	Art of Swimming (Amer. Gymnasium Co.)	50
Dobbs	Primary Handwork (Macmillan Co.)	75
Lamb	Essays of Elia (J. M. Dent & Sons)	30
	Manners (McClelland, Goodchild)	25
Church	Stories of the Old World (Ginn & Co.)	50
Church	Story of the Iliad (Macmillan Co.)	50
Holmes	Autocrat at the Breakfast Table (W. Scott)	2/.
Holmes	Poet at the Breakfast Table (W. Scott)	2/.
Holmes	Professor at the Breakfast Table (W. Scott)	2/.
Stickney	*†Aesop's Fables (Ginn & Co.)	35
Lamb	Tales from Shakespeare (Ginn & Co.)	40
Baring Gould	Curious Myths of the Middle Ages (Longmans)	3/6
Gayley	Classic Myths (Ginn & Co.)	1.50
Guerber	Myths of Greece and Rome (Amer. Book Co.)	1. 5
Carroll	†Thru the Looking Glass (McClelland, Goodchild)	25
Bullfinch	Age of Chivalry (J. M. Dent & Sons)	30
Scudder	Book of Legends (Houghton, Mifflin Co.)	25
Seton-Thompson	*Krag and Johnny Bear (Scribner's)	75
Cumberland	History of the Union Jack and flags of the Empire (Briggs)	....
Lounsbury	English Spelling and Spelling Reform (Harpers)	1.50

Marsh	*†Tales of Many Lands (Oxford Univ. Press) 4 vols each	25 to 40
	*†Highroads of Literature (T. Nelson & Sons) 6 vols., each	30 to 60
Ward	Oral Composition (Macmillan & Co.)	1.00
Smith	Oral English (Macmillan & Co.)	1.00
Castle	School Entertainments (A. Flanagan & Co.)	30
Angell	Play, A Book of Royal Games (Little Brown Co.)	1.50
Williams	Things to Make (T. Nelson & Sons)	1.25
	Handbooks on Useful Things (Penn Pub. Co.) over 12 vols., each	50
Wheeler	Principles of Home Decoration (Doubleday, Page)	1.50

General List.

Everyman's Library (J. M. Dent & Sons) about 700 vols., each 30c.
Herbert Strang Library (Oxford Univ. Press) about 30 vols., each 25c.
Moral Instruction Series (T. Nelson & Sons) about 7 vols., each 50c.
Nelsons Classics (T. Nelson & Sons) about 125 vols., each 35c.
Bohn's Popular Library (G. Bell & Sons) about 700 vols., 1/. to 5/.
Bell's English Classics (G. Bell & Sons) about 50 vols., 1/. up.
Pocket Classics (Macmillan Co.) about 200 vols., each 25c.
Cassell's Classics (Cassell & Co.) over 100 vols., each 1/. up.
Pitt Press Series (Camb. Univ. Press) about 100 vols., each 1/6 up.
Riverside Literature Series (Houghton Mifflin Co.) 200 vols., 15c. up.
Everett's Library (Everett & Co.) over 100 vols., 25c. up.
Cambridge Manuals (Camb. Univ. Press) 60 vols., each 1/.
Heath's Home and School Classics (D. C. Heath & Co.) 40 vols. each 20c. up.
Scott's Library (W. Scott & Co.) about 200 vols., each 1/.
The Library of Useful Stories (Newnes Ltd. or Appleton) 45 vols. 1/.
Every Child Series (Macmillan & Co.) 20 vols., each 40c.
Work Handbooks (Cassell & Co.) 50 vols., each 1/.

J.

	Everyman's Encyclopedia (J. M. Dent & Son) 12 vols.	3.60
	Everyman's Dictionary of Dates (J. M. Dent & Son)	30
	Historical Atlas of Europe (J. M. Dent & Son.)	30
	Biographical Dictionary (W. & R. Chambers)	3.00
	The Teacher's Encyclopedia (Caxton Pub. Co.) 7 vols.	....
	Chambers' Encyclopedia (W. & R. Chambers) 10 vols.	30.00
Berham	Book of Quotations (Cassell's)	2.50
Hoyt	Cyclopedia of Practical Quotations (Funk & Wagnalls)	....
	The Standard Encyclopedia (Funk & Wagnalls) 25 vols.	9.00
	Standard English Dictionary (Funk & Wagnalls)	11.50
	Concise Oxford Dictionary (Oxford Univ. Press)	1.25

	Concise English Dictionary (McDougall Educ Co.)	12
	Belcher's Almanac (McAlpine Pub.Co.)	25
	Manual of School Law, Nova Scotia...	25
	Journal of Education, Nova Scotia....	
	Calendar Normal College	
Grolier Soc.London.	The Book of Knowledge, 20 vol.	67.50

K.

Blue Books and Government Reports. These may be obtained free or at a nominal price on application.

Bulletins of Governmental Departments.

L.

The Garden Magazine (Doubleday, Page Co.)	1.85
The Nature Study Review (Comstock Pub. Co.)	1.00
The Guide to Nature (The Agassiz Assoc.)	1.00
The Rural Educator (Ohio State University)	1.00
The Canadian Horticulturist (Peterboro Ont.)	60
Bird Lore (D. Appleton Co.)	1.00
The Educational Review (St. John)	1.00
World's Work (Doubleday, Page Co.)	2.60
My (Children's) Magazine (Arthur Mee, London)	2.25
Technical World Magazine(New York)	1.75
Little Folks (Cassell's)	1.50
School Arts Magazine (Boston)	2.25
American School Board Journal (Bruce Pub. Co., Milwaukee)	1.50
Federal Magazine (League of the Empire)	50
Nat. Geographic Magazine (Nat. Geog. Society)	2.50
Something to Do (School Arts Pub. Co.)	1.25
School Arts Magazine (School Arts Pub. Co.)	1.25

M.

Supplementary Reading for Library Use.

No prescribed supplementary readers recommended as such.

The Oxford Story Readers (Oxford University Press) each, 5c. to 15c.

The Oxford Reading Books (Oxford University Press) each, 7c. to 15c.

The Oxford History Readers (Oxford University Press) each, 25c. to 40c.

Industrial Readers (Oxford University Press) each, 20c.
Bell's Reading Books (G. Bell & Sons) each 0/9.
Sentinel Readers (A. & C. Black) each, 0/10 to 1/9.
Supplementary Readers (McDougall's Educ. Co.) each 0/2 to 0/3.
Cambridge Historical Readers (Camb. Univ. Press)
Golden River Series (T. Nelson & Sons) each 35c.
Continuous Readers (Blackie & Son) each, 0/1 up.
The Bright Story Readers (Macmillan Co.) each, 6c. to 12c.
Wonders of the Sea Series (Oxford Univ. Press.) each 15c.

TECHNICAL EDUCATION BRANCH.

(a) NOVA SCOTIA TECHNICAL COLLEGE.

[For the Act see page 99 preceding]

302. The governing functions of the Nova Scotia Technical College are vested in a Board of Governors and the Council of Public Instruction. The Board of Governors consists of one member nominated by each of the five recognized and affiliated colleges and universities in the Atlantic Provinces, together with the professors of the teaching staff of the Technical College.

This Board makes all regulations in regard to admission requirements, general curriculum, and other matters which concern the general standard and welfare of the College. The Board of Governors is under the supervision and control of the Council of Public Instruction, and all regulations made by the former body must receive the ratification of the latter.

AFFILIATIONS.

303. The Nova Scotia Technical College is affiliated with the following universities,—Acadia, Dalhousie, King's, Mount Allison, St. Francis Xavier, and St. Mary's. By the terms of the affiliation, the separate universities offer a uniform course in engineering, covering the first two years, and the Technical College offers professional courses in several departments of engineering, covering the last two years' course. Students from the separate universities are admitted to the Technical College on certificate without examination under certain conditions enumerated later. The matriculation requirements for entrance into the uniform engineering course of the separate colleges are also uniform and are to be found in the succeeding paragraph.

304. The matriculation requirements in force at the affiliated colleges for the engineering course, the details of the uniform two-year course, the regulations concerning the admission of students into the Technical College, the instruction carried on for aspirants for the degree of Bachelor of Science in the various departments, county scholarships, etc. will all be found in the calendar of the Technical College which is published annually.

(b) EVENING TECHNICAL SCHOOLS.

I. SCHOOLS FOR INSTRUCTION OF COAL MINERS.

305. For the purpose of instruction in coal mining the following five Districts in the Province of Nova Scotia shall be recognized viz:—Cape Breton South, Cape Breton North, Inverness, Pictou and Cumberland. One competent teacher, whose whole time and effort shall be devoted to teaching, may be appointed by the Council of Public Instruction upon the recommendation of the Director of Technical Education for each of the above Districts. Such teacher must have obtained a colliery manager's certificate in this Province, or be in possession of such practical and theoretical training in the science and art of coal mining as to enable him to give thoro instruction in all subjects required for a manager's certificate.

306. These coal mining schools shall be opened in all Districts this year, during the first two weeks of October and may continue up to within a week of the examinations for certificates of competency which are usually held about the middle of June.

307. Instruction in the schools shall be held on two nights per week, for at least two hours of actual instruction each session. Extra sessions may be provided at the discretion of the Director of Technical Education.

308. No student shall be allowed to enter the Technical classes in coal mining or allied subjects unless he presents evidence to the local instructor that he possesses a good working knowledge of mathematics up to and including fractions and decimals, and of the fundamentals of English composition.

309. In view of this required standard of entrance, preparatory classes may be held in all mining centers where the Director of Technical Education is satisfied by petition or otherwise, that ten or more students are desirous of instruction in elementary language and mathematics. The Director of Technical Education shall appoint a teacher in each locality where a preparatory class is found to be necessary and such teacher shall be under the joint control and supervision of the local instructor and the Director.

310. Each preparatory class shall be held two nights a week with at least two hours actual instruction each session, and each class shall continue from the opening during the first two weeks in October as long as may be deemed necessary by the local instructor in coal mining, provided the total number of sessions during one school year does not exceed fifty.

311. The remuneration for the teachers of preparatory classes shall be at the rate of $3.00 for each evening session of two hours.

312. Where it is found that the regular Coal Mining instructor of a District cannot overtake the work in his District, assistant instructors shall be appointed who shall receive the sum of $3.00 to $4.00 evening session of two hours.

II. SCHOOLS FOR STATIONARY ENGINEERS.

313. Whenever it shall appear to the satisfaction of the Director of Technical Education by petition or otherwise, that there are ten or more persons of the required educational standing in any mining center, desirous of instruction in the principles of steam and mechanical engineering in order that they may pass the government examinations for certificates of competency, the Council of Public Instruction shall on the recommendation of the Director of Technical Education, appoint properly qualified teachers and establish a school therein for the instruction of such persons. Where there are found less than ten persons desirous of instruction in steam and mechanical engineering for certificates of competency‘

special dispensation may be granted by the Council of Public Instruction upon the recommendation of the Director and instruction provided if it is deemed advisable.

314. Students applying for entrance shall satisfy the teacher that they are possessed of a good working knowledge of mathematics up to and including fractions and decimals, and of simple English composition.

315. Students not possessing the requisite knowledge for entrance shall acquire such knowledge in the preparatory classes held in the locality for coal miners, or if such preparatory classes do not exist in the locality on the petition of ten or more persons desirous of obtaining the preliminary knowledge of mathematics and language a preparatory class shall be established for them, a teacher provided who shall be remunerated at the same rate as under similar regulations for the instruction of miners, and such teachers shall be under the joint supervision of the local instructor in coal mining, the teacher in engineering and the Director. All other regulations as to preparatory classes are as enumerated in the previous sections under the schools for the instruction of coal miners.

316. The term of these engineering schools shall be approximately seven months long beginning during first two weeks in October and ending about May the first, or at such date thereafter until 50 separate night sessions have been held. Teachers in engineering schools shall hold two sessions a week and if for any reason some sessions are missed the teacher may hold three sessions per week at some subsequent time so that at least 50 separate sessions shall be held during the school term.

317. Remuneration of teachers in the Engineering Schools shall be at the rate of $3.00 to $4.00 for each night session of two hours held during the term. In all special cases where the above regulations do not apply to Coal Mining and Engineering Schools, the Director of Technical Education shall have the power to appoint special instructors in technical subjects usually or properly considered necessary for the adequate training of men preparing for certificates of competency as colliery officials or stationary engineers.

III. LOCAL TECHNICAL SCHOOLS.

318. For the present, Local Technical Schools shall be established at the following industrial centers. Sydney, Amherst, Halifax, including Dartmouth Truro, Yarmouth, New Glasgow, Stellarton, Westville, Florence, Sydney Mines, Glace Bay, Kentville, Windsor and Hazel Hill.

319. Instruction in these schools shall be confined for the present to evening or afternoon classes, such as:

A. GENERAL CLASSES.

Business English.
Elementary Bookkeeping.
Advanced Bookkeeping.
Practical Algebra, Geometry, and Trigonometry.

B. DRAFTING CLASSES

Mechanical Drawing.
Machine Drawing.
Machine Design.
Architectural Drawing.
Building Construction Drawing.
Architectural Design and Estimating.
Railway Car Design.
Structural Steel Drafting.

C. ELECTRICAL CLASSES.

Elements of Electricity.
Dynamo Electric Machinery.
Alternating Current Machinery.

D. CHEMISTRY CLASSES.

Elements of Chemistry.
Technical Chemical Analysis.
Metallurgical Chemistry.

E. INTERNAL COMBUSTION ENGINE CLASSES.

Internal Combustion Engines.
Automobile Engineering.
Car and operation of the Automobile.

F. STEAM ENGINE CLASSES.

Steam Engines and Boilers.
Stationary Engineering.
Marine Engineering.

G. SURVEYING CLASSES.

Land Surveying.
Mine Surveying.

H. DOMESTIC ECONOMY CLASSES.

Plain Sewing.
Blouse Making.
Skirt Making.
Cooking and Home Economy.
Millinery.

320. These and such other technical classes of the same order as shall appear desirable, shall be conducted in the above named communities, provided that, (a) ten or more pupils in the locality in which the technical school is to be situated shall apply for each class, except in special cases where there are less than ten, which cases shall be referred to the Director for decision, (b) a suitable instructor can be obtained in that locality for a reasonable sum, and (c) that all the general affairs of these schools except the appointment of teachers and the voting of money shall be transacted by a local "Advisory Industrial Committee" subject to the regulations of the Council of Public Instruction, such committee to consist of the Local Board of School Commissioners, together with representatives of manufacturers, business men, workmen, and such other persons as the Council may deem advisable.

321. The schools shall open during the month of October and continue until April or May, with the exception of an intermission at Christmas as determined by the Director of Technical Education and the Advisory Industrial Committee.

322. Each class shall be conducted for two or three nights a week, each session of two hours duration.

323. Each teacher shall receive from two to four and one-half dollars for each evening session according to the schedule approved by the Council of Public Instruction.

324. If the proper authorities of the locality in which the Evening Technical School is to be established will guarantee that the locality will bear one half of the cost of teachers' salaries and will provide proper rooms, heat, light, and janitor, then the other half of the expense of teachers, the cost of such equipment and apparatus as may be necessary to properly conduct the said technical classes and all expenses of administration, printing and advertising will be defrayed from the Provincial Treasury.

325. In each locality where a local technical school is carried on, the Director of Technical Education shall recommend and the Council of Public Instruction shall appoint a Local Secretary to look after the general welfare and conduct of such school.

326. The Local Secretaries appointed to look after the general welfare of the Local Technical Schools shall be remunerated from the Provincial Treasury on the approval of the Director of Technical Education to the extent of one dollar an hour for all actual work in connexion with said school.

327. The Provincial Government may purchase such apparatus as may be necessary to carry on the local classes if the local authorities will not provide this or share in the purchase of the same.

328. The deposit for each student entering a class shall be three dollars.

(a) At the end of the school term, in May, the deposit will be returned to the student on the basis of his attendance as follows:

The whole fee for......... 100% attendance.
Four-fifths (4-5) for.......90 to 99% attendance.
Two-thirds (2-3) for......80 to 90% attendance.
One-half (1-2) for........70 to 80% attendance.
Two-fifths (2-5) for.......60 to 70% attendance.
No refund...............Below 60% attendance.

(b) If a student is absent for a good reason such as sickness, bereavement, overtime work, work on night shift, etc., the teacher may count the student as present if the excuse be given to teacher immediately after each absence, and no reduction in the refund may be made for such excused absences.

329. A certificate or diploma signed by the teacher and countersigned by the Director, shall be granted all students who have satisfactorily reached the required standard in any class, signifying that the pupil has attained proficiency in that class.

A diploma shall be given for any of the following groups of classes:

1........English,
Arithmetic,
Practical Mathematics,
Mechanical Drawing,
Machine Drawing,
Machine Design.

2........English,
Arithmetic,
Practical Mathematics,
Architectural Drawing,
Building Construction,
Architectural Design and Estimating.

3........English,
Arithmetic,
Practical Mathematics,
Elements of Electricity,
Dynamo-Electric Machinery,
Alternating Current Machinery.

4........English,
Arithmetic,
Practical Mathematics,
Elements of Chemistry,
Technical Chemical Analysis.

5........English,
Arithmetic,
Single Entry Bookkeeping,
Double Entry Bookkeeping,

6........English,
Arithmetic,
Stenography
Typewriting.

330. The preceding regulations and comments referring to the technical sub-department of education may be revised from time to time, and are printed here to complete the outline of the general educational system of the Province. The Technical College publishes its calendar annually, the technical schools also have their annual announcements; and the *Journal of Education* will publish any other important changes in April or October of each year.

APPENDIX A.

Specifications for erection of School Houses, Types A, B, and C.

Excavation:—Excavate for foundation walls, trenches, etc., as shown or implied by the drawings. Excavation to be 12″ larger all round, to allow for drying, pointing, etc. After walls are built small stone are to be filled in and well rammed down. All excavated materials not required for filling or grading, are to be removed from the premises.

Foundation Walls:—Build all foundation walls, footings and piers, as shown on plans, with good quality stone laid in best lime mortar; all well bonded and carried up with a fair and even face, on both sides, to the hight shown on drawings.

OR:

Build all foundation walls, footings and piers, as shown on plans, with best concrete, in the proportion of one part approved Portland cement two parts clean sharp sand and four parts approved small gravel or broken stone not to exceed 2″ in diameter. Provide the necessary wood forms for same; to be tight and smooth so that concrete will not leak thru and that surfaces will be smooth and even.

NOTE:—It may be found to be just as cheap and more convenient to build walls of concrete.

Chimney:—Build chimney with best hard burned brick laid in cement mortar with stoneware flue linings, of the sizes shown. Put cast iron thimble and soot door where shown.

Lath and Plaster:—The outside walls of class-rooms to be lathed, with wood lath, on cleats, between the studs, and rendered (or counter-plastered) with a stout coat of mortar. After this, all walls and ceilings are to be lathed with wood lath and plastered with best two-coat work, hard white finish, using Selenite or Rockwall.

The black board surfaces on two sides of the class-rooms are to be finished with a black surface composed of lamp-black and emery in proper proportions and left perfectly smooth and even.

OR:

NOTE:—"Hyloplate" fibre black boards may be used, or, better still, the standard black slate boards.

Framing:—Sills to be 3″x6″; joists 2″x9″, 18″ on centers; rafters 2″x8″, 24″ on centers; studs 2″x5″, 16″ on centers. Sills to be bedded in mortar. Bridge all joists having more than 10″ between bearings. All butts, joints, etc., thruout the external woodwork to be well painted with thick white-lead before being put together.

Cornice:—Put moulded cornice on all sides as shown, with gutter to eaves, and fit with square wood conductor with 5 lb. lead gooseneck at top and shoe at bottom.

Boarding:—Board in the external walls and sloping roofs with 1″ dry thick-nessed hemlock. If asbestos slates are used, the boarding shall be of ⅞″ matched spruce.

Shingles:—Lay on a thickness of heavy building paper, and shingle with good quality shingles, laid on in 4½″ courses. If cedar shingles are used they must be put on with galvanized nails.

OR:

Asbestos Slates:—Cover the roofs with 16″x16″ Canadian Red Asbestos Slates put on diagonally according to the instructions of the manufacturers. Put hip and ridge slates of similar material to all hips and ridges. Put 3 ply roofing paper under slates and lap 3″. The whole to be left perfectly water-tight.

NOTE:—The Asbestos Slates are recommended as being fireproof and more durable than wood shingles.

Windows:—Make the window frames with 2″ pine sills, 1¼″ pulley stiles, 1″x5″ casings with back mouldings, and 1¾″ moulded sashes. All sashes to be hung with 2″ axle pulleys, silver lake sash cord and iron weights, and fitted with fasts and lifts. All the top sashes to have sloping draught-boards attached to the heads.

Floors:—Floors to be of two thicknesses of 1″ stock; under floor to be of 1″ dry thicknessed hemlock, top floor of 1″ mill-planed, square-edged spruce, not to exceed 6″ in width. Put stout building paper between these floors and turn up 1″ on walls.

OR:

Top floors to be of best quality 1″x1½″ clear birch, kerfed on the underside, to be blind nailed 12″ apart, laid with close joints, and scraped and cleaned off after being laid. Where hardwood flooring is used, the under floor should be laid diagonally with the side walls.

NOTE:—The hardwood flooring is recommended as being more durable and sanitary.

Inside Finish:—All inside finish to be of good quality pine or spruce, free from large or loose knots and suitable for painting, all to be properly hand dressed after machine and left smooth for painter.

OR:

Inside finish to be of Douglas Fir in best manner, to be finished in natural colour.

NOTE:—The natural wood finish is preferred by some School Boards.

Tray:—Put a continuous moulded tray for chalk, under all blackboards.

Casings:—Put plain 1″x5″ casings to all doors and windows.

Base:—Put to all class-rooms, halls, coat rooms, etc., thruout, 1″ base 8″ high, with hardwood sanitary cove.

Hooks:—Put strong japanned double hat and coat hooks in coat rooms and teachers' room, as directed, to suit the seating capacity of the rooms.

Picture Moulding:—Put shellaced picture moulding in all class-rooms.

Doors:—Put to all door openings, 1¾″ panelled and moulded doors 2′-10″x6′-10″, with upper panel fitted for glass, hung to 2″ rebatted or cased frames with three loose pin butts and fitted with approved strong door set.

Flag Pole:—Provide and place a flag pole as shown on drawings and fit with strong halyards, pulley, ball etc.

Ventilation:—An opening is to be made in ceiling of each class-room, as shown on plans, and fitted with register, having a cord carried above ceiling joists and down the wall to platform, so that the teacher may regulate the temperature of the room. A galvanized iron duct or chute is to be provided for supplying fresh air to each stove connecting with the outer air thru the foundation wall, and carried up thru the floor, directly under the bottom of the stove. This chute to be fitted with a damper, having a rod coming thru the floor close to the baseboard, to regulate the supply of fresh air.

Each stove is to be fitted with a sheet iron or galvanized iron jacket, leaving a space of 6″ on all sides between it and the stove, except at the door and draught, where it is to be turned in close against the stove, all round. The jacket is to fit tight to the floor, and to be open at the top.

Flashings:—Put flashings of No. 12 zinc over heads of all window and door frames.

Form valleys on roof with similar zinc of ample width to work in under courses of shingles.

If asbestos slates are used, there shall be an open valley of 16 oz. copper turned up 10″ on each side of angle.

Outhouse:—Build outhouses as shown on drawings, with 2″x4″ studding, board in with 1″ hemlock and shingle with No. 1 spruce for walls and "Clear" sawn cedar shingles for roof. Put batten doors with two hinges and thumb latch and fit each with good rim lock. Sashes to slide up between studs. Put a ventilator with louvres, on roof. Sheath inside with matched spruce.

Painting:—The whole of the exterior and interior woodwork is to be painted with two (or three) coats best white-lead and linseed oil paint. All to be put on in such tints as may be desired.

NOTE:—If hardwood floors are used they shall receive two coats of hot boiled oil and finished with one coat of shellac.

If Douglas Fir is used, to be finished natural color, it shall be filled with an approved filler and finished with two coats of varnish.

Glazing:—Glaze all sashes with 21 oz. glass, all well bradded and puttied and back-puttied and left perfect at the close of the work.

Glaze upper panels of doors with heavy ribbed glass.

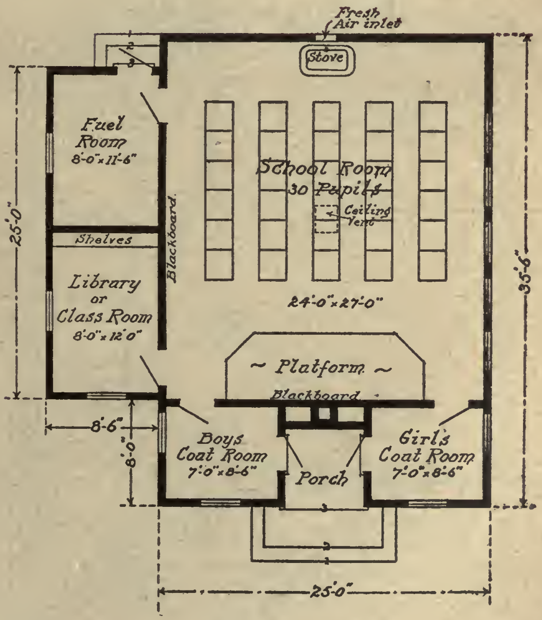
Burlap:—The walls of each class-room and coat room to be finished to the hight of 3′-0″ above the base, or up to chalk tray, with heaviest weight of prepared burlap and finished with three coats of paint and one coat of enamel.

Lettering:—The name of the School to be printed on the frieze panel over front doorway, in approved black letters about 6 inches high.

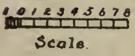
Rural School Houses, Nova Scotia, 1921.

Type "A".

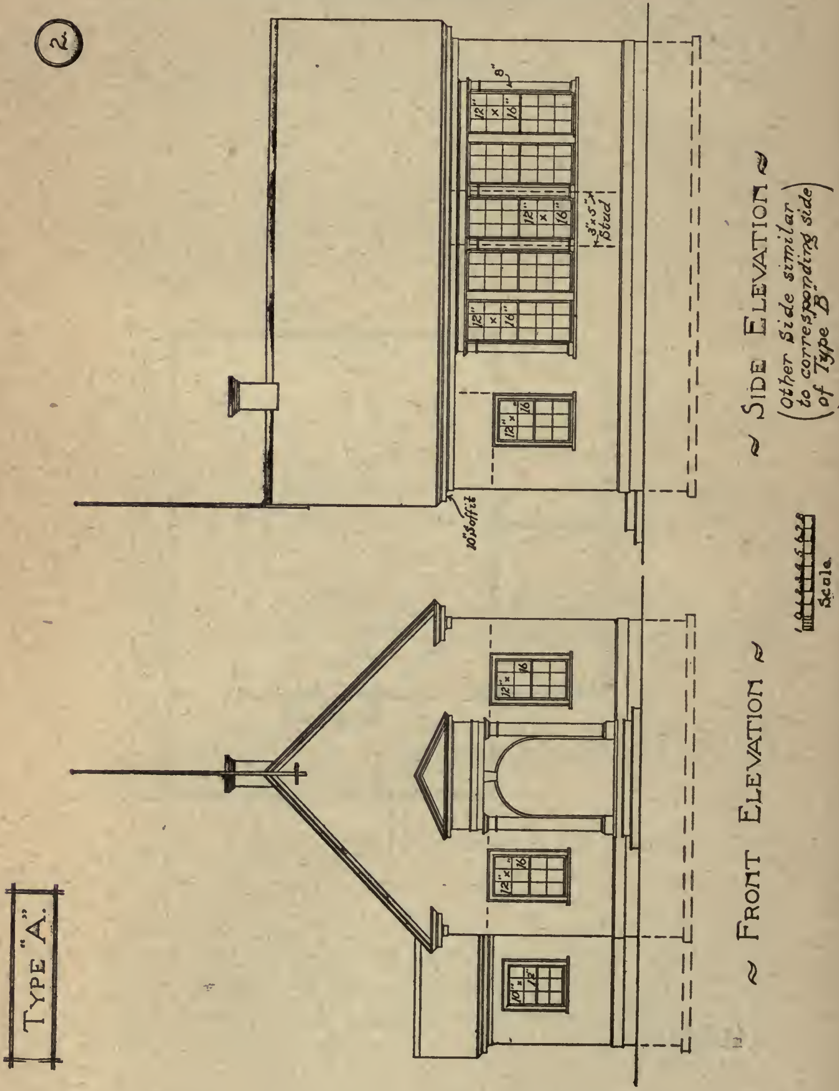
①



~ Floor Plan ~



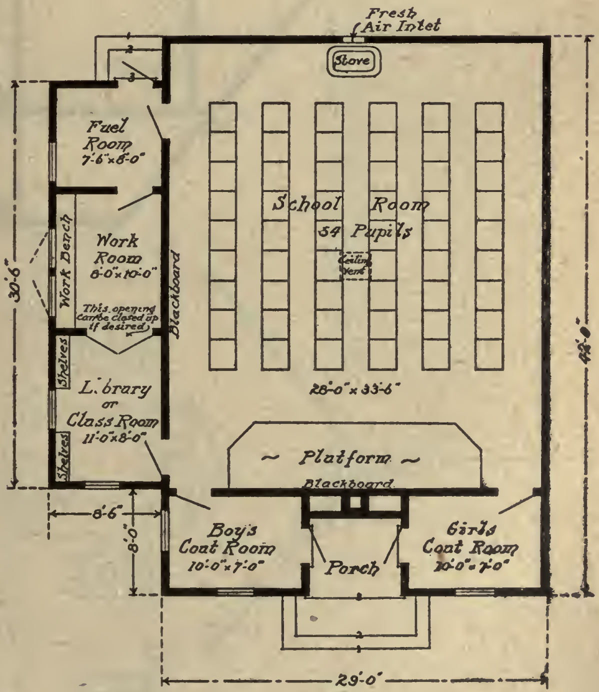
RURAL SCHOOL HOUSES NOVA, SCOTIA, 1921.



RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "B".

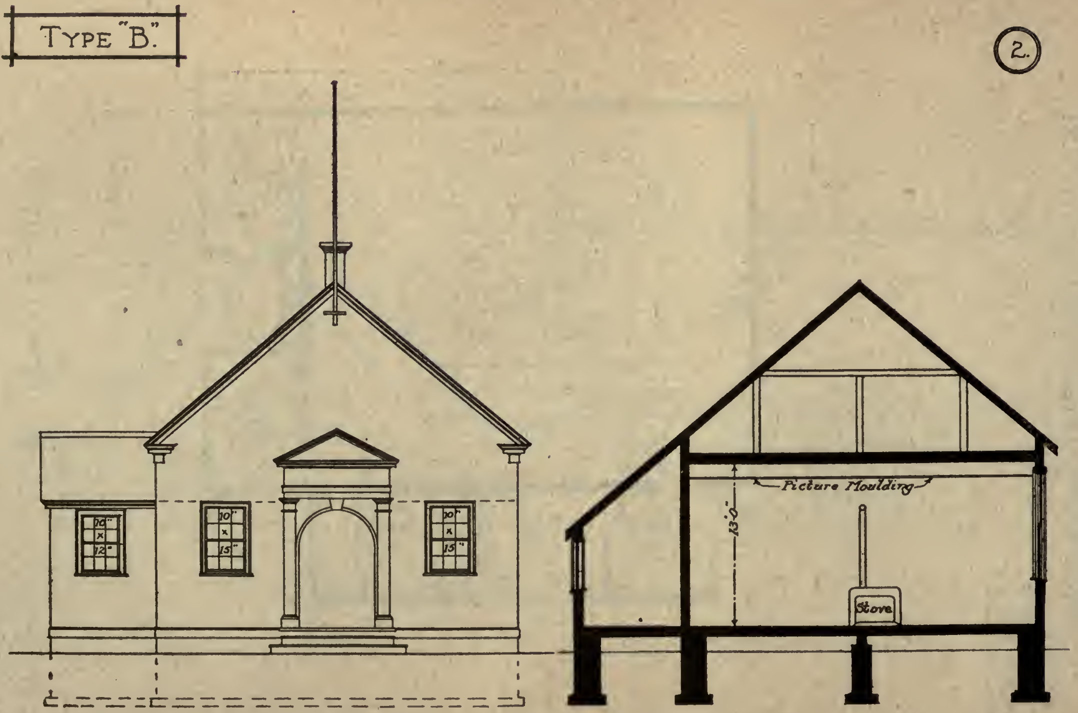
①



FLOOR PLAN

Scale.

RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.



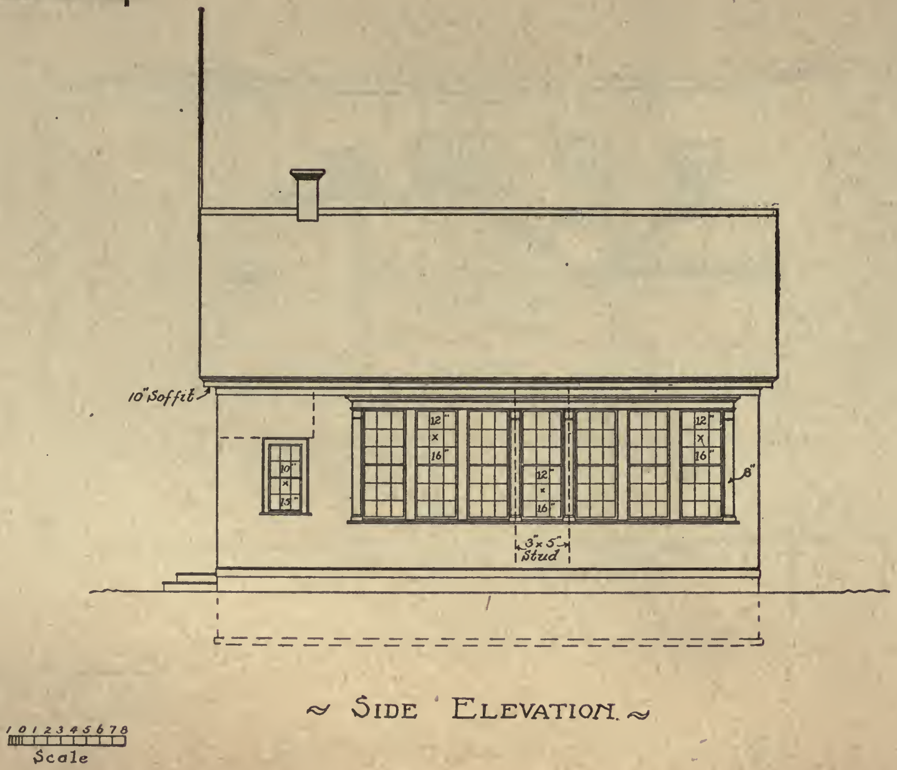
~ FRONT ELEVATION ~ ~ SECTION ~

1 0 1 2 3 4 5 6 7 8
Scale

RURAL SCHOOL HOUSE, NOVA SCOTIA, 1921.

TYPE "B"

③

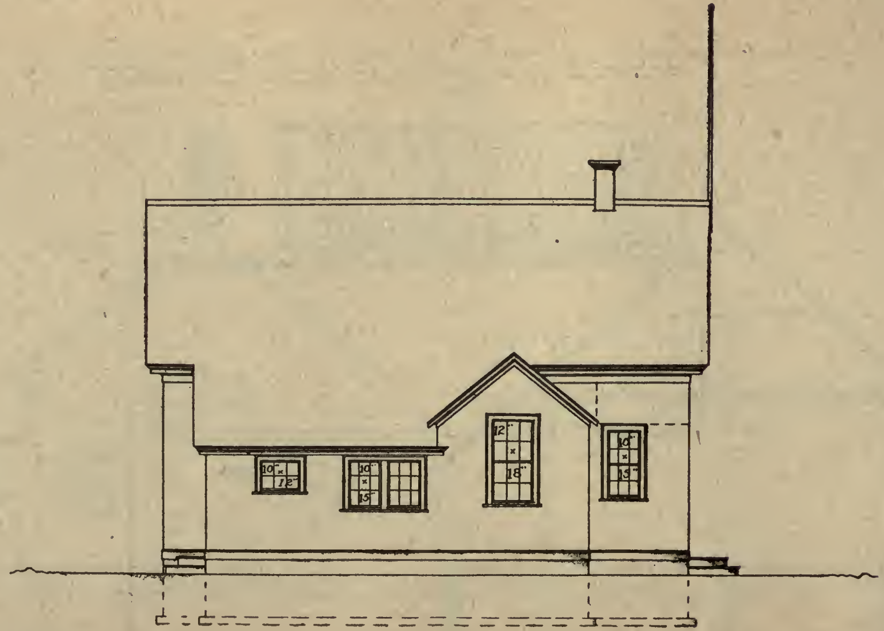


~ SIDE ELEVATION ~

RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "B"

④



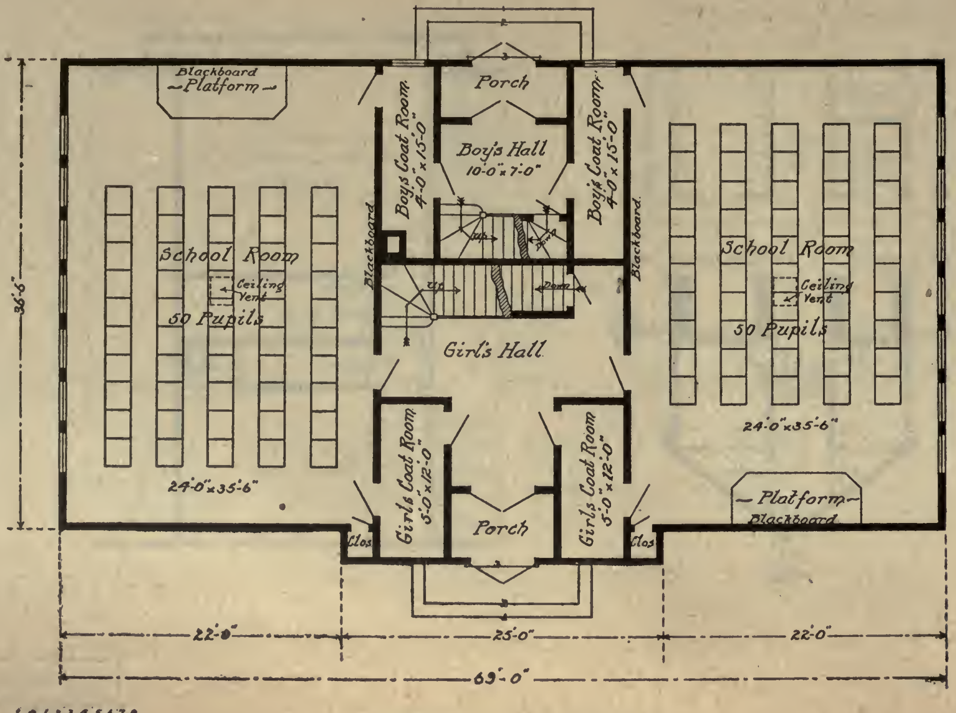
~ SIDE ELEVATION ~

1 0 1 2 3 4 5 6 7 8
Scale

RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "C."

①

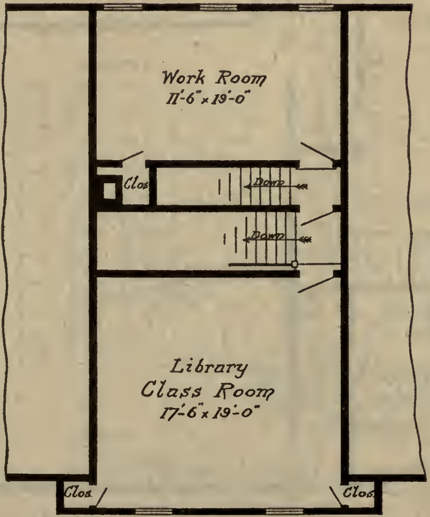


~ FIRST FLOOR ~

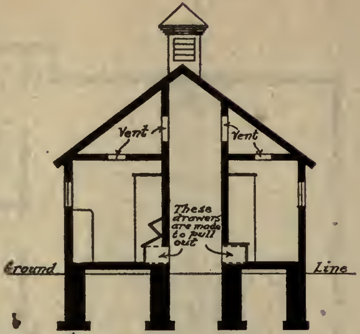
RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "C."

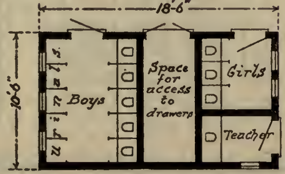
2.



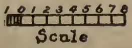
~ SECOND FLOOR ~



~ SECTION OF OUTHOUSE ~



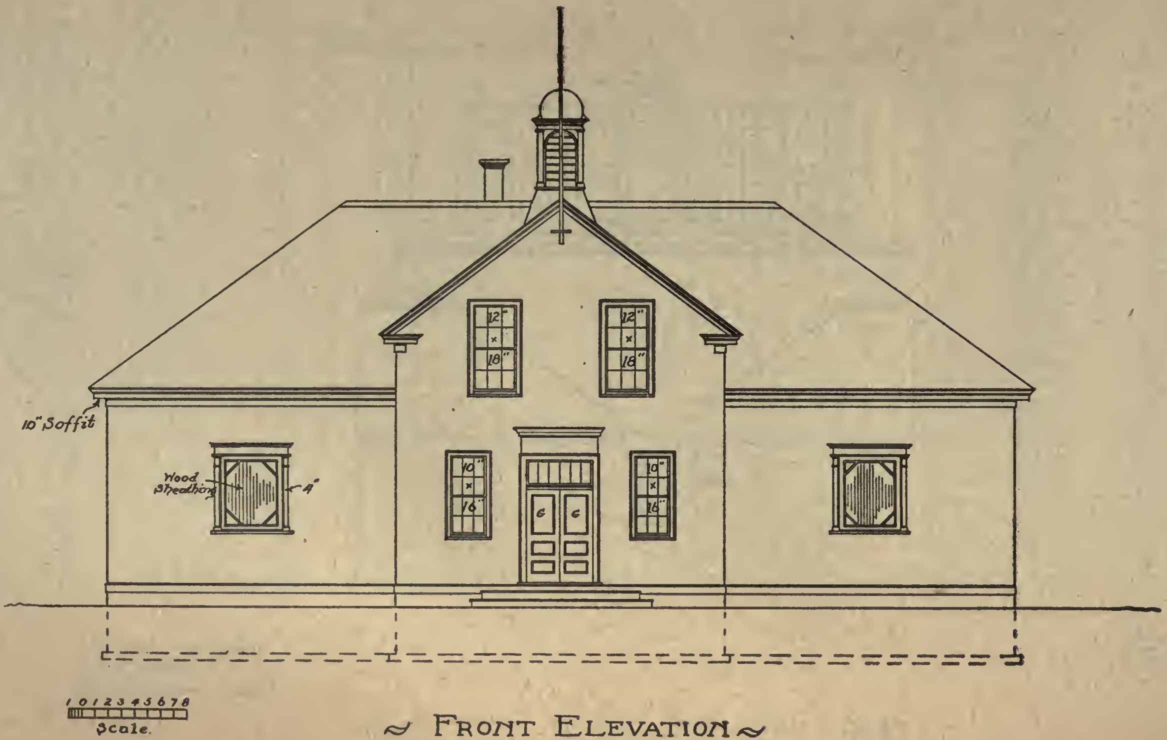
~ PLAN OF OUTHOUSE ~



RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "C".

③

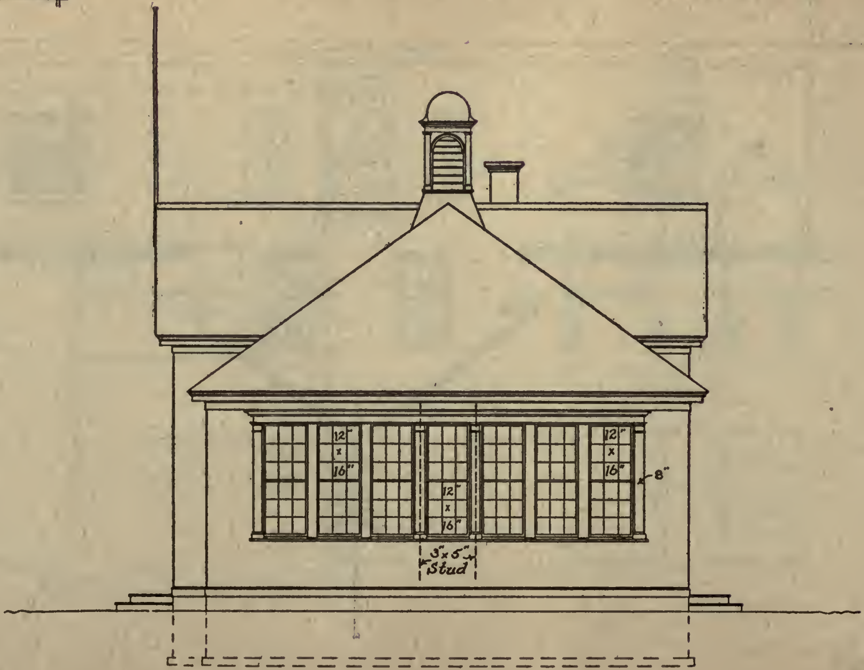


~ FRONT ELEVATION ~

RURAL SCHOOL HOUSES, NOVA SCOTIA, 1921.

TYPE "C."

④



~ SIDE ELEVATION ~

(Other Side Similar)

APPENDIX B.

HALIFAX TEACHERS' PENSION SYSTEM.

Regulations.

Adopted by the School Board, August 30, 1906. Approved by the Council of Public Instruction October 3, 1906. Amended October 3, 1913; March 20, 1919; March 26, 1920; and March 21, 1921. Effective May 1, 1920.

1. It shall be open to any one at present (October 3, 1906) a teacher in the Halifax public schools to accept or reject the provisions of this pension system.

2. Every one at present (October 3, 1906) a teacher in the Halifax public schools shall notify the board of management of his or her acceptance or rejection of this pension system; and any one failing to give the required notice within twelve months after this system is approved by the Council of Public Instruction shall be entitled to receive the benefits thereof only as a newly appointed teacher.

3. Every person who begins teaching in the Halifax schools after the adoption of these regulations shall be a contributor to the pension fund. Teachers, however, belonging to any order which makes provision for a retiring allowance to its members shall have the option of becoming members of the pension system or not, and such teachers shall notify the board of management of their option in the matter at the time of their appointment.

4. The yearly revenue shall be made up as follows:

(a) contributors whose salaries as teachers in the Halifax schools are $400 or under shall contribute 2 p. c. of their salaries; contributors whose salaries as teachers in the Halifax schools are over $400 and not over $800, shall contribute 3 p. c. of their salaries; and contributors whose salaries as teachers in the Halifax schools are over $800 shall contribute 4 p. c. of their salaries;

(b) interest accrued on the permanent fund;

(c) a sum contributed by the Board of School Commissioners to make up any deficiency necessary for the payment of all pensions.

5. (a) The Board of School Commissioners shall deduct from each month's salary of a teacher ten per cent. of the amount such teacher is to contribute to the pension system, and pay to the Treasurer of the board of management the amount so deducted, such amount not to exceed the assessment required under regulation 4(a) above.

(b) Periods of absence of teachers on leave shall count as time of teaching service, provided full contributions to the pension fund have been made for such periods

6. Any unexpended balance of the yearly revenue and all moneys received from donations, bequests or otherwise, shall be set aside as a permanent fund to be invested in such securities as trust funds may by law be invested in.

7. The permanent fund shall not be used to pay the pension of any year.

8. If, after at least fifteen years' service in the public schools of Nova Scotia, ten of which have been in the city of Halifax, a teacher while in the employment of the Board of School Commissioners becomes totally disabled from performing his or her duties, he or she shall be entitled to be retired, and to receive yearly an allowance of as many fiftieths of the salary at the time of retirement as are his or her years of service in the schools of Halifax, provided such annual allowance does not exceed three-fifths of the salary at the time of retirement and does not exceed one thousand dollars.

9. If a teacher, after at least thirty years' services in the schools of Nova Scotia, wishes to retire, he or she shall be entitled to retire, and to receive yearly an allowance of as many fiftieths of the salary at the time of retirement as are his or her years of service in the schools of Halifax, provided such annual allowance does not exceed three-fifths of the salary at the time of retirement and does not exceed twelve hundred dollars.

10. Dating from 23 August, 1920, no pension from the system, whether granted prior to or subsequent to 1 May, 1920, shall be less than three hundred dollars per annum.

11. A contributor who retires or is retired from teaching in the city of Halifax, before being entitled to a pension, shall be entitled to receive back from the permanent fund one-half of the total sum paid by him or her to the fund after the first six years, without interest.

12. If a contributor dies before receiving a pension, his or her personal representatives shall be entitled to receive from the permanent fund one-half of the total sum paid by him or her to the fund after the first six years, without interest.

13. (a) If a pensioner dies before receiving as a pension one-half of the total sum paid by him or her to the fund after the first six years, without interest, his or her personal representatives shall be entitled to receive from the permanent fund the difference between one-half of the sum paid by him or her and the amount received from the pension system.

(b) If a teacher is dismissed by the Board of School Commissioners, he or she shall be entitled to receive from the system the total amount paid in by him or her, less ten per cent., and without interest.

14. A teacher claiming a pension on account of disability shall be examined by a physician approved of by the board of management, who shall certify in writing as to the nature and extent of the disability and if awarded a pension the teacher shall re-establish his or her claim when called upon to do so by the board of management.

15. A pension arising from disability shall cease when the disability ceases and a position in the employment of the Board of School Commissioners has been offered to the teacher. On the return of a disability of a teacher thus in the employ of said Board the pension shall be revived.

16. A pension arising from veteran service shall cease if the teacher resumes public school teaching in the city of Halifax. On again retiring from teaching the pension may be revived.

17. Pensions shall be non-transferable in whole or in part.

18. The pension year shall correspond with the teaching year.

19. (a) Claims to pensions for veteran service shall be considered at the end of each half year, and such pensions shall take effect at the beginning of each half year.

(b) Claims for pensions arising from disability shall be considered and awarded at any time.

20. The administration of the system shall be under the control of the Board of Management, which shall consist of the Supervisor of the Halifax schools, four members of the School Board, and three contributing teachers chosen by the teachers contributing to the fund.

21. (a) The Board of Management shall be elected as follows: At the first meeting of the Board of School Commissioners in November it shall elect four of its members to the Board of Management. Failure to elect at such meeting shall not prevent the Board of School Commissioners, however, from electing members at any subsequent meeting of the year.

(b) On the first Tuesday of November, the teachers who are contributors to the system shall meet at a time and place, notice of which shall be given by the Secretary of the Board of Management and shall elect by ballot three teachers who are contributors to the pension system, as members of the Board of Management. If it shall be necessary to take a second or subsequent ballot, the person receiving the smaller number of votes on the previous ballot shall be dropped;

(c) Members of the Board of Management elected by the contributors shall be elected for three years. Of the members first elected the one receiving the highest number of votes shall be elected to serve three years; the one receiving the second highest number of votes, for two years; and the one receiving the lowest number of votes, for one year. A contributor whose term of service has been completed shall be eligible for re-election;

(d) In the event of any of the members of the Board of Management dying, resigning from the Board of Management, or retiring or resigning from the Board of School Commissioners, or ceasing to be a teacher in the Halifax public schools, as the case may be, such vacancy may be filled by the appointment from the Board of School Commissioners, or by the contributing teachers, as the case may be. In the event of any meeting of the teachers being called to fill a vacancy in the Board of Management, or for any other purpose, notice stating the time and place of such meeting shall be mailed by the Secretary of the Board of Management to each teacher at least ten days before such meeting;

(e) The first meeting of the contributors to elect members to the Board of Management shall be called by the Supervisor;

(f) The Secretary of the Board of School Commissioners may be the Treasurer of the Board of Management;

(g) The Board of Management shall appoint a Secretary, a Treasurer and Auditors. The Board of Management may make rules as to the times and methods of payment of all pensions.

22. The word teacher when used in this pension system shall include the Supervisor of Schools, the Secretary of the Board of School Commissioners, Truant Officer and the Caretaker.

23. Except as provided in Regulation 10 the pension of the teachers who retire or were retired before 1 May, 1920, shall be based upon the Pension System as approved by the Council of Public Instruction on 3rd October, 1906.

By-Laws of the Board of Management.

Adopted February 8, 1907.

Regular Meetings. 1. Regular meetings of the Board shall be held at the office of the Board of School Commissioners on the third Friday of each of the following months, viz., September, November, January April, and June of each and every year.

Special Meetings. 2. Special meetings may be called by the Chairman or, on his failure to act, by any three members. The nature of the business to be considered shall be given in the notices of such meetings.

Notices of Meetings. 3. At least forty-eight hours notice of all meetings of the Board shall be given by the Secretary.

A Quorum. 4. Five members of the Board shall constitute a quorum, for the transaction of business.

Majority Vote. 5. In deciding who shall be granted pensions, or how money shall be invested, a majority vote of all the members of the Board is necessary.

Payment of Pensions. 6. Pensions shall be paid in four equal instalments, one at the end of each quarter of the school year.

Medical Examination. 7. The cost of all medical examinations ordered by the Board shall be paid by the Board.

Bank Account. 8. All current funds shall be kept in a chartered Bank and the moneys of the fund shall not be drawn out except by checks issued by the Treasurer and countersigned by the Chairman.

Treasurer's Bond. 9. The Treasurer shall execute a Bond in favor of the Board of Management with a Guarantee Company for a sum determined from time to time by the Board as a guarantee that he will faithfully perform his duties as Treasurer, the cost of the bond being borne by the Board.

Annual Report. 10. The Board of Management shall make an annual report to the Board of School Commissioners and also to the teachers contributing to the system of the amount and state of the pension fund, showing *inter alia* how the same is invested and giving the name of every teacher receiving payment from the same with the amount of the payment.

Amendment of By-laws. 11. Notice of Motion for the amendment of, addition to, or repeal of any of the by-laws may be given at any regular meeting of the Board, and such amendment, addition, or repeal shall not be determined before the next regular meeting of the Board.

Act of Incorporation of the Board of Management.

Passed March 28, 1907.

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Arthur S. Barnstead, John H. Bentley, Ernest F. Doyle, Walter C. Murray, Kate MacKintosh, I. Maud Bowden, Alexander McKay, Silvanus A. Morton, of Halifax, in the county of Halifax, and their successors in office, are hereby constituted a body corporate by the name of the Board of Management of the Halifax Teachers' Pension System.

2. The objects and powers of the corporation hereby created are to administer the funds of the Halifax Teachers' Pension System and to carry out the purposes of such system as now established.

3. The successors to the members of the corporation shall be elected according to the provisions of the Halifax Teachers' Pension System. The corporation shall have power to make and adopt rules and regulations for the governing of its business and the management of the affairs of the Halifax Teachers' Pension System, and from time to time to repeal, alter and add to such rules and regulations, provided that the said rules and regulations, and every amendment, repeal and re-enactment shall be submitted to, and approved of by the Council of Public Instruction.

4. The corporation shall have power to make contracts for the purposes of the Halifax Teachers' Pension System, and to take, receive and hold real and personal property, and to sell, mortgage, lease and convey, or otherwise dispose of the same for the benefit of said corporation. No member of the corporation shall be liable for the debts and liabilities of the Halifax Teachers' Pension System.

APPENDIX C.

AMENDMENTS

of the "Education Act" of 1918, Nova Scotia, at the last session of the Legislature, Halifax, 1921.

Bill No. 58.

1. Sub-section (1) of Section 81, of the Education Act, as amended by Section 10, of Chapter 68 of the Acts of 1920, is amended by striking out the last sentence, and substituting therefor the following sentence:

"The Municipal Clerk shall be paid by the trustees a fee of fifty cents for every list so transmitted where the number of names thereon does not exceed twelve, and a fee of one dollar for every list so transmitted where the number of names thereon exceeds twelve."

No. 103.

1. Sub-section (1) of Section 5, of The Education Act, being Chapter 9 of the Acts of 1918 as amended, is amended by adding thereto the following:

> (aa) to expend for the purpose of aiding schools in remote sections, moneys that may be appropriated by the Legislature for that purpose.

2. Sub-section (1) of Section 35, of said Act is repealed and the following substituted therefor:

(1) One of the trustees may be chosen from the poll tax payers qualified to vote in the election of trustees, or may be a woman; the remaining trustees shall be ratepayers of the section.

3. Section 61, of said Act is amended by striking out all the words and figures in the 12th, 13th, 14th and 15th lines of said Section 61 and substituting therefor the following:

"For Class A in any public school $175,
For Class Academic in any public school $210."

4. Section 73, of the said Act is amended by inserting between Clause (a) and Clause (b) the following Clause:

> (aa) "whenever the school board or trustees pass a resolution adopting this clause, then the parent or guardian or person in charge of a pupil within the meaning of Part II of this Act shall pay a tax of one cent for each half day absence of such child from school unless such child is under the provisions of this Act exempt from attendance, the number of days absent to be those appearing in the school register kept and attested to by the teacher under the Regulations of the Council of Public Instruction."

5. Section 128 of said Act is amended by inserting in the second line between the word "Board" and the word "that" the words "or Principal."

6. Sub-section 2, of Section 131, of said Act is amended by striking out all the words in the said section after the word "belongs" in the seventh line thereof, and substituting therefor the following:

"there to be detained until released under the provisions of this Act, provided, however, that no child shall be detained in any such institution for more than three years, or beyond the time when such child shall attain the age of sixteen years."

7. Section 147, of said Act, is repealed and the following substituted for the three sub-sections:

"147. This Part shall apply to every school section, not being a city or town, and all the provisions of Part II of this Act (except as herein otherwise provided) shall *mutatis mutandis* apply in each and every such school section."

No. 185.

Section 95, of the Education Act, being Chapter 9 of the Acts of 1918 is amended by adding thereto as sub-section seven the following:

(7) When on account of no school being provided within the school section, pupils attend school in a neighboring school section, their school fees and necessary travelling expenses to school, as approved by the Inspector and the district board or its committee, shall be a charge upon the defaulting school section, to be levied and collected as provided in sub-section (4) of the said Section 95, of the Education Act.

No. 213.

1. Section 29, of the Education Act, Chapter 9, of the Acts of 1918, is amended by adding thereto as Sub-section (3) the following:

(3) Any woman qualified to vote under the provisions of the Nova Scotia Franchise Act resident in the school section, on the payment to the secretary of trustees of the amount of the poll tax fixed for the year, shall have all the rights and privileges of a male poll tax payer, including the right of being elected a trustee.

☞ **Blank pages follow the index for the convenience of noting future amendments.**

SUMMARY OF EDUCATION ACT, 1918.

PART I.

Section.

1. Short Title.
2. Interpretation.
3. Schools to be Free.
4. Council of Public Instruction.
5. Powers of C. P. I.
6. Duties of Superintendent of Education.
7. Advisory Board.
8. District Commissioners of Schools
9. Personnel of District Board.
10. Meetings of Boards.
11. When Council may perform Duties of Boards.
12. Powers of District Boards.
13. Condemnation of School Property by Board
14. Safeguard in alteration of boundaries, etc.
15. Powers of Board after alteration, etc.
16. Such alterations to take effect at beginning of school year.
17. Board may exempt from School Rates.
18. Board has power to appoint Committee to perform its duties.
19. Existing Divisions to stand.
20. Duties of Inspectors.
21. Existing Sections continued.
22. Proving of Boundaries of School Sections.
23. Annual School Meeting.
24. Trustees to be elected.
25. Date of Annual School Meeting.
26. Business of Annual Meeting.
27. Chairman of School Meeting.
28. Declaration of Voter.
29. Poll Tax Payer to Vote.
30. Auditors.
31. Special Annual Meeting.
32. When Special Meeting to be called.
33. Notice to state object of meeting.
34. Trustees a body corporate.
35. Who may be a Trustee.
36. Disqualified Trustee.
37. Term of office of Trustees.
38. Irregularity in mode of election not to invalidate till objection taken.
39. Non compliance time and place not to invalidate election of Trustee.
40. District Board may appoint Trustees when Annual Meeting fails to elect.
41. Resignation of Trustee.
42. Penalty for refusal to Act.
43. Occasional Vacancy, how filled.
44. Duties and Powers of Trustees.
45. Suspension or Dismissal of Teacher by Trustees.
46. Leasing of Premises by Trustees.
47. Cooperation for Academic Instruction.
48. Arbitrators to fix Award.
49. Trustees may dispose of lands
50. Public Schools available for Technical Instruction.
51. Borrowing Powers of Trustees.
52. Attendance of Children at School.
53. Trustees may admit outside pupils.
54. Trustees to appoint Secretary.

Section.

55. Secretary's Bond.
56. Secretary may resign.
57. Duties of Secretary of Trustees.
58. Secretary to have accounts audited.
59. Salaries of Teachers, how provided.
60. Time taken in Grading, etc., to count as teaching days.
61. Provincial Aid to Teachers.
62. Additional Aid to Rural Science Teachers.
63. Grant to Assistant Teachers.
64. Provincial Grant to Manual Training.
65. Special Poor Sections, how determined.
66. Municipal School Fund, how raised.
67. Municipal Clerk to notify Superintendent and Inspector of the amount.
68. Provincial Treasury may advance one-half Municipal Fund to Municipality.
69. Municipal School Fund, how apportioned.
70. Poor Sections, how aided.
71. Municipal Fund may be refunded Section.
72. Sectional School Rates.
73. Sectional Rate how collected.
81. Municipal Clerk to prepare list.
84. Trustees shall determine rate.
85. Secretary to post List.
86. Assessors to furnish supplementary List as required.
87. Trustees by writing authorize Secretary to collect.
88. Secretary to file Copy of List with Inspector.
89. Appeal may be made to Municipal Council.
90. Default of payment of rates.
91. Secretary's Commission.
92. Trustees may exempt persons unable to pay.
93. Executors, etc., liable for School Rates.
94. School Rates a charge on property.
95. Trustees to determine amount for School purposes when rate payers neglect to do so.
96. Teachers shall hold license from C. P. I.
97. Duties of Teachers.
98. Instructions re alcoholic drinks and narcotics.
99. Otherwise, Grants may be withheld.
100. Superintendent may withhold Provincial and Municipal Grants.
101. False return and condemned building reason for withholding Grants.
102. Trustees may establish County Academy in Shiretown.
103. Provincial Aid to County Academies.
104. C. P. I. may authorize establishment of Academy.
105. Evening Schools.
106. Government Night Schools.
107. Teachers in such Schools to hold License.
108. Retiring Annuities of Teachers, etc.

Section.

109. Annuity to Academic Class.
109.A Inspectorial Service deemed to be teaching service.
110. Total disability may entitle teachers to Annuity.
111. School Boards etc., may supplement such Annuity.
112. School Boards, etc., may enter into agreement with Annuity Companies.
113. Annuities of Inspectors and Normal College Teachers.
114. Disability of Inspectors and Normal College Teachers.
114A. Time in H. M. Forces to count as teaching time.
115. Annuities exempt from seizure, etc.
116. Annuity not to exceed $600.00.
117. Annuities payable only during good conduct.

Section.

PART II.

118 to
146. Compulsory Attendance Act in Cities and Towns.

PART III.

147 to
148. Compulsory Attendance in Rural Sections.

PART IV.

149 to
151. Forms and Schedules.

GENERAL LOCATIONS OF REGUALTIONS.

1. Superintendent.
4. District Boards.
10. School Sections.
14. Consolidated Schools.
15. Border Sections.
16. Inspectors.
22. Inspectorial Institutes.
23. Inspectorial Divisions, Counties, Districts, Municipalities
24. School Boards and Trustees.
28. Devotional Exercises.
30. Principals and Supervisors.
31. The Secretary.
33. School Sanitation.
34. Teachers—First Duties.
37. Teachers—Contracts.
41. Teachers—Assistants.
44. Teachers—Collegiate.
46. Annual School Meeting.
47. March Meeting.
52. School Accommodation.
53. School Sanitation.
54. School Sites.
55. School Grounds.
56. School Houses.
63. School Outhouses.
64. School Water.
65. School Disinfection.
66. County Nurse.
67. School Record Cards.
68. School Equipment.
69. School Superior.
70. County Academy.
88. School Program.
92. School Prescriptions, General.
107. School Prescriptions, Grades.
108. School Prescriptions, Technical.
109. School Program—One Teacher.
110. School Program—Time Table.
111. School Program—Two Teachers.
112. School Program—Three Teachers.
113. County Academy Entrance.
114. High School Program.
115. High School Subjects in Rural Schools.
120. High School Examinations.
130. High School Certificates
141. Manual Training.
147. Mechanic Science.
148. Domestic Science.
153. Rural Science.
160. Physical Training.
161. Cadet Instruction.
173. Strathcona Prizes.
175. Commercial Course.
176. University Graduates Testing Examination.
177. Syllabus of Major Subjects.
178. Syllabus of Minor Subjects.
182. Text Books.

186. School Book Bureau.
195. Normal College Regulations.
206. Kindergarten Diploma Regulations.
207. Mechanic Science Diploma Regulations.
209. Domestic Science Diploma Regulations.
213. Rural Science Diploma Regulations.
216. Rural Science Summer Session.
241. Licensing of Teachers.
246. M. P. Q. Syllabus.
251. License Standards—Five Classes.
261. Vacation and Holidays.
269. Associations and Institutes.
282. Special Day Exercises.
285. Evening Schools.
286. Government Night Schools.
295. Acadian Schools Regulations.
298. Rural School Libraries.
299. Rural School Library Regulations.
300. Minimum Library Outfit.
301. Catalog of Library Books.
302-330. Technical College Regulations.

INDEX

TO THE

Statutes, Regulations and Appendices.

(*Statutes—Pages* 3 *to* 109).

(*Regulations*—110 *to* 341).

(*Appendices*—342 *to* 364).

A.

	Page.
Acadian Commission	308
Acadian Schools, Regulations	308
Acadian Schools, Bilingual Visitor	308
Academic Teachers	129
Academies, County	50, 154
Academies, Entrance Examinations	155, 185
Accommodation in Schools	137
Act of 1918, Education, Amendments to	362
Acts Repealed	74
Admission of Pupils from other Sections	31
Advisory Board of Education	10
Agreement between Teachers and Trustees	128
Agricultural College, Natural Sciences in	7, 274
Alcoholic Drinks, Instruction in	49
Alterations of Boundaries of School Sections	12
Amendments to Education Act of 1918	362
Annual School Meeting	18
Annual School Meeting, Election of Chairman of	19
Annual School Meeting, Business of	19
Annual School Meeting, Special	21
Annuities of Teachers, Inspectors, Normal College Professors	52
Appendix A, Specifications and Plans of School Houses	342
Appendix B, Halifax Teachers Pension Scheme	357
Appendix C, Amendments of Education Act 1918	362
Applications for High School Examinations	196
Applications for Teachers' Licenses	290
Appointment of School Trustees	22
Apportionment of Municipal School Fund	37
Arbitration of Land Value, School Purposes	29
Arbor Day	300
Assessment Act	75
Assistant Teachers	129
Attendance at School, of Poor Children	30
Auditors of School Boards and Sections	21

B.

Page.
Bilingual Schools 285, 308
Black Boards 143
Blind, Education of 106
Bond of Secretary of Trustees 124
Bond of Inspectors 17
Book Bureau, establishment of 8
Books Prescribed for Schools 247
Border Sections 27, 115
Border Sections, Boundaries of 13, 14
Borrowing Powers of School Trustees 30
Boundaries, of Border Sections 13, 14
Boundaries, of School Sections 16, 18
Boundaries, of School Sections, Changes in 111

C.

Cadet Instruction 223
Catalog of Books for School Libraries 321
Certificates, High School Pass 205
Certificates, M. P. Q. Pass 286
Certificates, University Grad. Exam. Pass 235
Chairman, of Annual Meeting, how elected 19
Classes of Licenses 287
Class "A" Teachers, Special Note 130
Classification of Schools 9, 118
Clerk of Municipality, to prepare Assessment List 40
Collection of Rates and Taxes in Municipalities 77
Collection of Rates in School Sections 39, 121
Commission of Secretary of Trustees 44
Commissioners of Districts 11, 110
Commissioners of Towns 81
Comments and Regulations of C. P. I. 110
Commercial Course for High Schools 234
Common Schools, Prescriptions 159 to 185
Compulsory Attendance, Part II of Act 55 to 69
Condemnation of School Property 14, 112
Consolidation 8, 114
Contract between Teacher and Trustees 128
Conveyance of Pupils to School 114
Corps of School Cadet Instructors 224
County Academies 50, 154
County Academies, Entrance Examination 155, 185
County Academies, Equipment 158
Council of Public Instruction, Powers 4
Council of Public Instruction, Regulations of 110
Course of Study, one Teachered School 175
Course of Study, two Teachered School 181
Course of Study, Three Teachered School 183
Course of Study, High Schools 186

D.

Deat, Education of 104
Debentures 30
Desks in School Rooms 143
Devotional Exercises 121
Director of Technical Education 99
Disinfecting School Property 147
Dismissal of Teachers 28

Page.
District Boards 11, 12, 110
District Boards, Powers of 12
Districts, determined by C. P. I. 5
Divisional Institutes for Teachers 298
Domestic Science 209, 213, 269
Drinking Water for Schools 146
Duties of Inspectors 15
Duties of Teachers 47
Duties of Trustees 25

E.

Education Act, 1918, Amendments of 362
Education of the Blind 106
Education of the Deaf 104
Educational Association, Provincial 297
Election of School Trustees 19, 22
Empire Day 302
Employment of Teachers 25
Entrance Examinations, County Academies 155, 185
Equipment of Schools 150
Equipment of County Academies 158
Evening Schools 51, 304, 334
Examiners, Provincial, how Appointed 6
Examinations, Entrance County Academy 155
Examinations, High School Students 195
Examinations, Rules governing 198
Examinations, Time Tables 203
Examinations, University Graduates 235
Exemptions, Compulsory Attendance 58
Exemptions, Devotional Exercises 122
Exemptions, Property of Annuitants 54
Exemptions, School Rates 15, 44
Expulsion of Pupils 26
Expulsion of Teachers 28
Extracts from By-Laws of Towns 92

F.

Form of Application, H. S. Exams 196
Form of Application, Teachers Licenses 290
Forms, Schedules, etc. 69 to 74
Free Schools 5

G.

Gardens, School 37
General Prescriptions Public Schools 160-166
Government Night Schools 52, 305
Grading in Schools 47, 205
Grants withheld 50
Grant to County Academies 51

H.

Halifax School for the Blind 106
Health Regulations in Towns 87
Health Act, Extracts from 95
Heating of Schools 142
High School Certificates 205
High School Program 186

	Page.
High School Examinations	195
Holidays and Vacations	295

I.

Inspectors of Schools	15, 17, 116
Inspectors' Annuities	52
Inspectorial Divisions	5, 120
Institutes for Teachers	17
Institutes, Inspectorial Training	118
Institutes, Divisional	298
Interpretation of Terms	3, 55

J.

Journal of Education	110

K.

Kindergarten	265

L.

Land for School Purposes	29
Libraries, Rural School, Regulations	312
Libraries, Catalog of Books for	321
Licensing of Teachers	286
Licenses, Classification of	287
Licenses, Applications for Teachers	290
Licenses, Mechanic Science	272
Licenses, Domestic Science	272
Licenses, Standards	291
Licenses, Special and Temporary	293
Lighting of Schools	141
Local Technical Schools	101, 337
Loss of Regular Teaching Time	296

M.

Manual Training, Prov. Aid for	34
Manual Training, Regulations	209
Manual Training, Licenses	272
March Annual Meeting	133
Mechanic Science	209, 211, 267
Meeting, Annual School	18
Meeting, Special School	22
M. P. Q. Examination	287
Military Drill	222
Mining Schools	102
Minutes of Annual Meeting	132
Mode of Support of Schools	33
Municipal Clerk to Furnish List	40
Municipal School Fund	36
Municipal School Fund, Refund of	38

N.

Narcotics	49
Neglect of Duties of Ratepayers	45
Neglect of Duties of Trustees	45
Night Schools, Government	305

Page.
Night Schools, Trustees ... 51
Normal College, Regulations ... 257
Normal College Teachers' Annuities ... 52
Nova Scotia School Book Bureau ... 251
Nova Scotia Technical College ... 99
Nurse, The School ... 148

O.

Oath to Teachers' Return ... 71
Optional Subjects in High Schools ... 9
Outhouses ... 145

P.

"Pass" on Examinations ... 207
Penalty for Refusing to Act as Trustee ... 24
Pension Scheme, Halifax Teachers' ... 357
Plans of School Houses ... 347
Poll Tax ... 20
Physical Record Cards ... 149
Physical Training ... 222
Physical Training, Strathcona Prizes ... 231
Poor Sections ... 14, 35, 113
Poor Sections, Extra Aid Municipal Fund ... 37
Poor Sections, Extra Aid Provincial Grant ... 38
Powers of District Boards ... 12
Powers of C. P. I. ... 4
Powers of Trustees ... 25
Prescriptions, General ... 160
Prescriptions, Common School Grades ... 166
Prescriptions, High School Grades ... 186
Prescriptions, University Grad. Exam. ... 235
Price List of School Books ... 255
Principal of Schools ... 123
Property, School ... 29
Program, Public Schools, General ... 159
Program, Rural Schools, one teacher ... 175
Program, Rural Schools, two teachers ... 181
Program, Rural Schools, three teachers ... 183
Program, High School Grades ... 186
Provincial Aid to Teachers ... 34
Provincial Aid to Manual Training ... 34
Provincial Educational Association ... 297
Public School Program of Studies ... 159-194

R.

Rates, Sectional School ... 38
Rates, Sectional School, how assessed ... 40
Rates, Sectional School, of insolvent persons ... 44
Rates, Sectional School, exemption from ... 15
Rates and Taxes, Collection of, in Municipalities ... 77
Rate Roll ... 41-43
Refund of Municipal School Fund ... 38
Regulations, C. P. I. ... 110 to 341
Regulations, Normal College ... 257
Religious (devotional) Exercises ... 121
Rent of Temporary School Rooms ... 122
Report of Superintendent ... 10
Reports of Inspectors ... 17

aage.
Returns, of Teachers 48
Returns, of Trustees 27
Rules of Examination 198
Rural School Houses, Plans of 347
Rural School Libraries, Regulations 312
Rural School Program of Studies 175-185
Rural Science School 209, 218, 273, 274, 276

S.

Sanitation in Schools 125, 127
Schedules to Education Act 69
Schools to be Free 4
School Attendance of Poor Children 30
School Year 4
School Boards or Trustees 120
School Meetings, Order of Business 131
School Book Bureau 251
School Books, Price List 255
Schools for Miners 102
Schools for Stationary Engineers 335
Schools, Superior 152
School Accommodation 137
School Equipment 150
School Gardens 37
School Grounds 138
School Houses 139
School Houses, Condemning of 112
School Houses, Plans of 347
School Property 29
School Sanitation 125, 137
School Sections 12, 16, 18
School Sites 138
School Sections, Alterations in Boundaries of 12
School Sections, Creation of New 12
School Sections, Boundaries of 16, 18
School Sections, Union of 12
Seating in School Rooms 143
Sectional School Rates 38, 40
Secretary of Trustees 31, 32, 44, 124
Sites for Schools 138
Short Title, Education Act of 1918 3
Special Annual School Meeting 21
Special School Meetings 22
Special Licenses 293
Special Poor Sections 35
Special School Days 300
Special Training Courses 273
Specifications for School Houses 342
Supplementary Readers 312
Support of Schools 33
Strathcona Trust Physical Drill 230, 231
Superintendent of Education 9, 110
Superior Schools 152
Syllabi, Various Kinds of Schools 166-194
Syllabus, University Grad. Exam 235
Syllabus, Rural Science Course 276

Page.

T.

Taxation, Sectional 38-47
Teachers' Associations 52
Teachers' Training Institutes 118
Teachers, by Whom Employed 25
Teachers, Dismissal of 28
Teachers, Provincial Aid for 34
Teachers, Duties of 47, 126
Teachers, to Instruct re Alcohol and Narcotics 49
Teachers, to have General Oversight of Premises 49
Teachers, Competing for Special Grants 127
Teachers, Contracts 128
Teachers, Oath 71
Teachers, Agreement with Trustees 128
Teachers, Classes of License 129, 291
Technical Courses for "Common Schools" 171
Technical College Act 99
Technical Schools, Local 101, 337
Technical Education Branch 333
Temporary Licenses 293
Temporary School Rooms 122
Text Books for Schools 245, 247, 248
Time Tables 180, 203, 274
Town's Incorporation Act, Extracts 81
Trustees, General Duties 120
Trustees, Borrowing Powers 30
Trustees, Cooperation with Institutions 28
Trustees, Election of 19
Trustees, Duties of 25
Trustees, Failure of Annual Meeting to Elect 24
Trustees, How Appointed 22
Trustees, How Elected 22
Trustees, Occasional Vacancies 25
Trustees, Powers of 25
Trustees, Refusal to Act 24
Trustees, Resignation of 24
Trustees, to Forward Copy of Minutes 27
Trustees, to Make Returns 27

W.

Union of School Sections 8, 12
University Graduates Examination 235

V.

Vacations and Holidays 295
Ventilation of Schools 141
Voting Declaration 20

W.

Withholding of Grants 49
Water for Ablution and Drinking 146

THIS BOOK IS DUE ON THE LAST DATE
STAMPED BELOW

RETURN
TO → NRLF

LOAN PERIOD 1 HOME USE	2	3
4	5	6

ALL BOOKS MAY BE RECALLED AFTER 7 DAYS.
Renewls and Recharges may be made 4 days prior to the due date.
Books may be Renewed by calling 642-3405.

DUE AS STAMPED BELOW

SENT ON ILL
DEC 0 2 1998
U. C. BERKELEY

FORM NO. DD6

UNIVERSITY OF CALIFORNIA, BERKELEY
BERKELEY, CA 94720-6000

LD 21-100m-12,'43 (8796s)

YC 83973

709740

LB2537
N6
1921

UNIVERSITY OF CALIFORNIA LIBRARY